

# BOSTON COLLEGE

2012–2013



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2012–2013

### School of Theology and Ministry

#### *Volume LXXXV, Number 28, June 2012*

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity: Boston College Office for Institutional Diversity (OID), 140 Commonwealth Avenue, Chestnut Hill, MA 02467, Phone: 617-552-2323, Email: [diversity@bc.edu](mailto:diversity@bc.edu).

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or ([odair@bc.edu](mailto:odair@bc.edu)); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or ([jody.mooradian@bc.edu](mailto:jody.mooradian@bc.edu)).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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## INTRODUCTION

### The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top 40 universities in the nation in ratings compiled by publications such as *Barron's* and *U.S. News and World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,088 full-time undergraduates and 4,818 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.7 million books, periodicals, and government documents, and more than 4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution *Sapientia Christiana* (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

### The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of

its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs;
- and by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty, and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

### Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of 28 Jesuit colleges and universities in the United States. With three teachers and 22 students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the College.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of

## ***ABOUT BOSTON COLLEGE***

Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, the Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by 12 Arts and Sciences departments. The Schools of Education and Nursing, the Carroll School of Management, Graduate Programs, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees to women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970, all undergraduate programs had become coeducational. Today, female students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, 24 years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the upper campus and Newton campus, and the construction of a new office building for faculty and administration on lower campus. These projects provided on-campus housing for more than 80% of the University's undergraduates.

Since 1996, the University's endowment has grown from \$590 million to approximately \$1.5 billion, with the "Ever to Excel" campaign raising more than \$440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. On December 5, 2007, Boston College unveiled its 10-year, \$1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, BC's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939 Weston College had been designated as a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses. In late August 2011, after 15 months of extensive renovations, Gasson Hall, the University's first building on the Heights, reopened for classes. Work on nearby Stokes Hall, the 186,000 square foot academic building on Middle Campus, is scheduled to finish in the fall of 2012, with classes beginning in spring of 2013.

## **Accreditation of the University**

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of School and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's next full review for accreditation will occur in 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or [oir@bc.edu](mailto:oir@bc.edu). The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

## **The Campus**

Located between Boston and Newton, Boston College benefits from its proximity to one of America's greatest cities and its setting in a quiet residential suburb. Often cited as a model of university planning, the Main Campus is located in idyllic Chestnut Hill, just six miles from the heart of culturally rich Boston.

The 120-acre Chestnut Hill campus comprises three levels: the Upper Campus, which contains undergraduate residence halls; the Middle Campus, which contains classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which includes Robsham Theater, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated one and one-half miles from the Chestnut Hill campus on a 40-acre site that includes Boston College Law School, as well as undergraduate dormitories, athletic fields, and student service facilities.

The Brighton Campus, recently acquired from the Archdiocese of Boston, is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that will include administrative offices, an arts district, an athletics complex, and residence halls.



## ACADEMIC RESOURCES

### Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. Among the musical groups, students find a gospel choir, a pep band, a cappella groups, and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including past surveys of work by Edvard Munch and Caravaggio. The Theatre Department presents six dramatic and musical productions each year while student organizations produce dozens of other projects. The annual Arts Festival is a 3-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

### Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (room 250), is a resource for campus technology support and services. The CTRC provides a productive environment for the creative use of technology to enhance the academic experience. They offer a wide range of services to the Boston College community including email, printing, scanning, video editing, and music technology stations. Users also have access to Windows and Macintosh computers for various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. The Walk-in Help Desk (located in O'Neill 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit [www.bc.edu/ctrc](http://www.bc.edu/ctrc).

### The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email ([help.center@bc.edu](mailto:help.center@bc.edu)), and internet ([www.bc.edu/help](http://www.bc.edu/help)) to the BC community 24 hours a day, seven days a week.

### The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP and Lenovo computers. For hours, rates and contact information please visit: <http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html>.

### Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television and multimedia learning tools, the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and

bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

The Language Lab also supports the course planning and classroom teaching needs of language and literature faculty by encouraging recommendations for new acquisitions, assisting in the preparation of course materials, and serving as a multimedia classroom for the facilitation of curricular programming, including student participation in online language and intercultural learning exchanges with global partners.

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit [www.bc.edu/schools/cas/language](http://www.bc.edu/schools/cas/language).

### The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.1 million volumes and over 37,000 print and electronic serials. In addition to O'Neill, the Boston College Libraries comprise the Baptist Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Law School Library, the O'Connor Library (at the Weston Observatory), the Social Work Library, and the Theology and Ministry Library. Available in the Libraries are workstations with productivity software, scanners, networked printers, as well as group study rooms.

#### Digital Library Services

The Boston College Libraries provide online access to a wide range of articles in journals, magazines and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible via a central online discovery system as well as more than 500 subject-specific databases.

Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local.

The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

The Boston College Libraries website is at <http://bc.edu/libraries>.

#### Digital Institutional Repository

The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment.

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eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College.

As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design and technical support to the journal staff. For access and more information about eScholarship@BC, visit [www.bc.edu/escholarship](http://www.bc.edu/escholarship).

### United States Government Publications

Boston College Libraries is a member of the Federal Depository Library Program. O'Neill Library receives selective government documents in electronic format, and maintains a legacy print collection. These materials are available to the general public as well as to Boston College students, faculty, and staff. Researchers can locate government documents in the online discovery system, and through a number of databases such as ProQuest Congressional and Hein Online.

Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

### Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via the online discovery system. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, digital video cameras, and a scanning station.

### Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the *Find It* option that appears in many online databases.

### Boston Library Consortium

The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

### Association of Research Libraries (ARL)

ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make

up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

**Bapst Art Library**, a beautiful collegiate Gothic building that served as the main library for over 60 years, has been restored to its original splendor and houses the resources for library research in art, architecture, art history, and photography. A gallery which displays student artwork is located off the lobby, while the Graduate Study and Research Space is located in the mezzanine of the Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study 24 hours a day, five days a week when classes are in session. For more information, visit [www.bc.edu/bapst](http://www.bc.edu/bapst).

**John J. Burns Library of Rare Books and Special Collections:** The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see [www.bc.edu/burns](http://www.bc.edu/burns). Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: [www.bc.edu/libraries/collections/collinfo/digitalcollections.html](http://www.bc.edu/libraries/collections/collinfo/digitalcollections.html).

The **University Archives** are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946–1975) and the documents of the Jesuit Community of Boston College (1863–).

The **Educational Resource Center**, a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit [www.bc.edu/erc](http://www.bc.edu/erc).

Located on the Newton Campus, the **Law School Library** has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit [www.bc.edu/lawlibrary](http://www.bc.edu/lawlibrary).

**The Catherine B. O'Connor Geophysics Library:** Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit [www.bc.edu/libraries/collections/weston.html](http://www.bc.edu/libraries/collections/weston.html).

**The Thomas P. O'Neill, Jr., Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include approximately 2.1 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, [www.bc.edu/libraries/collections/oneill.html](http://www.bc.edu/libraries/collections/oneill.html).

**The Connors Family Learning Center (CFLC)**, located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr., Learning Center, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center offers free peer tutoring as well as sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

**The Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit [www.bc.edu/libraries/collections/socialwork.html](http://www.bc.edu/libraries/collections/socialwork.html).

**The Theology and Ministry Library (TML)** is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitana. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines.

In addition, because of its close relationship to the highly respected *New Testament Abstracts* which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information visit [www.bc.edu/libraries/collections/theology.html](http://www.bc.edu/libraries/collections/theology.html).

## Media Technology Services

Media Technology Services, a division of Information Technology Services, provides a full range of media and technology services to the entire University. MTS can assist members of the Boston College community who are using technology in the areas of teaching and learning, research projects, conference planning, and event support.

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit [www.bc.edu/offices/mts/home.html](http://www.bc.edu/offices/mts/home.html).

Divisions within MTS include:

- Classroom Support Services
- Graphic Services
- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

## UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

### Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit [www.bc.edu/boisi](http://www.bc.edu/boisi).



### Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration, but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative academic research. Therefore, under the Center's auspices, scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith and culture.

The Center is thus dedicated to conducting educational research and to offering programs, both in the University and the wider community, in which Christians and Jews explore their traditions together. For more information, visit [www.bc.edu/cjlearning](http://www.bc.edu/cjlearning).

### Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 400 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education, and member engagement. The Center offers publications including an electronic newsletter, research reports, and a weekly media monitor; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, [www.bccorporatecitizenship.org](http://www.bccorporatecitizenship.org), or [ccc@bc.edu](mailto:ccc@bc.edu).

### Center for East Europe, Russia, and Asia

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Information is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

### Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit [www.bc.edu/humanrights](http://www.bc.edu/humanrights).

### Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center

sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call 617-552-1777 or visit [www.bc.edu/centers/cis](http://www.bc.edu/centers/cis).

### Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of *International Higher Education*, a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](http://www.bc.edu/cihe).

### Center for Optimized Student Support

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

### Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, and the American Enterprise Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, private pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

For more information on publications, events, and financial support programs, call (617-552-1762), send an email ([crr@bc.edu](mailto:crr@bc.edu)), or visit the Center's website (<http://crr.bc.edu>).

## Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world's deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

## Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEDP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEDP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEEDP is available on its website at [www.bc.edu/research/csteedp](http://www.bc.edu/research/csteedp).

## Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. The Center's mission is to create fresh and valid thinking about the spiritual foundations of wealth and philanthropy in order to create a wiser and more generous allocation of wealth. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$41 trillion wealth transfer.

CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally, the Center had conducted the study titled "The Joys and Dilemmas of Wealth," which surveyed people worth \$25 million or more and delved into the deeper meanings, opportunities, and hindrances facing wealth holders. The Center, known for its 2009 wealth transfer estimate of \$41 trillion, has recently produced a completely revised Wealth Transfer model, indicating an even greater projection for wealth transfer than the 2009 study. Based on the new model, the Center has produced a wealth transfer reports for North Dakota and Rhode Island, and is now working on estimates for various Florida metro areas and counties as well as the Boston Metro Area.

Over the past 20 years, CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, Wells Fargo, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., the Boston Foundation, the John Templeton Foundation, the Wieler Family Foundation, Eaton Vance Investment Counsel, and Silver Bridge financial advisement. For more information, visit [www.bc.edu/cwp](http://www.bc.edu/cwp).

## Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to affect the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.
- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society.

The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Work and Family Roundtable, established in 1990, the New England Work and Family Association (NEWFA), established in 1992, and the Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate.

For more information, visit [www.bc.edu/cwf](http://www.bc.edu/cwf) or follow @BCCWF.

### **Institute of Medieval Philosophy and Theology**

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology departments who specialize in Christian, Jewish, and Arabic medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology departments, and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### **Institute for Scientific Research**

Formed in 1954, The Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit [www.bc.edu/isr](http://www.bc.edu/isr).

### **Institute for the Study and Promotion of Race and Culture (ISPRC)**

The ISPRC was founded in 2000, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit [www.bc.edu/isprc](http://www.bc.edu/isprc).

### **Irish Institute**

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 1,000 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2012–2013 programming will address, among other issues, the relationship between the arts and business, cost-cutting policy making, disabilities and equal access, the marine economy, political leadership, social enterprise and unemployment, executive leadership, and global management strategy.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at [www.bc.edu/irishinstitute](http://www.bc.edu/irishinstitute) or contact Director, Dr. Robert Mauro at 617-552-4503.

### **Jesuit Institute**

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. Rather, it is a research institute that works in cooperation with existing schools, programs, and faculty primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection, and by supporting the presence of scholars committed to these questions. Visit [www.bc.edu/centers/jesinst](http://www.bc.edu/centers/jesinst).

### **Lonergan Center**

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986,



the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit [www.bc.edu/lonergan](http://www.bc.edu/lonergan).

### **TIMSS & PIRLS International Study Center**

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS.

TIMSS assesses mathematics and science at 4th and 8th grades, as well as advanced mathematics and physics at 12th grade (TIMSS Advanced). PIRLS assesses reading comprehension at the fourth grade and has a less difficult version for developing countries (prePIRLS). The TIMSS & PIRLS International Study Center is funded by the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit [timss.bc.edu](http://timss.bc.edu) or [pirls.bc.edu](http://pirls.bc.edu).

### **Weston Observatory of the Department of Earth and Environmental Sciences**

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K–12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit [www.bc.edu/westonobservatory](http://www.bc.edu/westonobservatory).

## **STUDENT LIFE RESOURCES**

### **Athletics Department**

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University's pursuit of a just society is fostered through the Athletics Department's commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletics Department supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletics Department supports equitable opportunities for all students and staff, including minorities and women.

### **Career Center**

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni through LinkedIn accounts. Professional assistance and advice on navigating a comprehensive, educational Career Center website is available.

Graduate career services for business students are available through the Career Strategies Office of the Carroll School of Management, Graduate Programs. Law students also have their own career services office on the Newton Campus.

### **Office of Campus Ministry**

Boston College is built on the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus ministers strive to serve the Boston College Catholic community, as well as support men and women of other faith traditions in their desire to deepen their relationship to God.

The Office of Campus Ministry provides regular opportunities for the celebration of the Eucharist, the Sacrament of Reconciliation, Confirmation and other sacraments on campus. It fosters involvement in these celebrations through the liturgical arts program, music ministry groups, and the training of lectors and Eucharistic ministers. Reconciliation services are scheduled during Advent and Lent, while individual confessions are available before Masses or by appointment. Campus Ministry also supports Ecumenical and Multi-faith services throughout the year, such as the Interfaith Thanksgiving Service, the Martin Luther King Memorial Service, and the Service of Remembrance.

The Office of Campus Ministry offers opportunities for students and others to participate in experiences designed to promote justice and charity. Service projects include the Appalachia Volunteer Program (Spring and Summer), Urban Immersion, 4Boston, Loyola Volunteers, and the Arrupe International Service/Immersion trips to Belize, Nicaragua, El Salvador, Guatemala, Jamaica (Winter and Summer) and

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Cuernavaca, Puebla, Chiapas, Morelos in Mexico. Campus Ministry also connects graduating seniors with the Jesuit Volunteer Corps and other postgraduate volunteer programs.

The Office of Campus Ministry provides pastoral counseling for anyone tested or confused by life's twists and turns and its ups and downs. It also offers spiritual guidance for students and others seeking to deepen their relationship to God through the Spiritual Exercises of St. Ignatius of Loyola. Further, Campus Ministry provides students with prayer group experiences (CURA) and religious retreats throughout the year, like Kairos, the Busy Student Retreat, and Manresa (the Silent Retreat)—all faithful to the Ignatian tradition.

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit [www.bc.edu/ministry](http://www.bc.edu/ministry).

### Dining Services

Graduate students may open an optional Eagle-One account, which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. Want to save money? Opening an optional Dining Bucks account saves you 10% on every purchase you make in a dining hall or outlet such as the Bean Counter or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if you don't use them, may be opened online any time of the year through the Agora Portal.

### Disability Services Office

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact Assistant Dean Paulette Durrett at 617-552-3470 or visit [www.bc.edu/disability](http://www.bc.edu/disability).

Services and accommodations for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit [www.bc.edu/connors](http://www.bc.edu/connors).

### Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA coordinates the functions and activities of the Graduate African American, Hispanic, Asian, and Native American Student

Association (Grad AHANA), and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate students' needs, and providing advocacy within the greater Boston College community for issues of import to graduate students. Membership in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is lead by an Executive Board consisting of a President, Vice-President, and Financial Director, and by a Senate consisting of one member each from the constituent schools, Grad AHANA, and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit [www.bc.edu/gsa](http://www.bc.edu/gsa).

### The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides outreach to graduate and professional students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both co-curricular and academic support to the graduate student community.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. Spaces within the house can be reserved for events and group meetings. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information about programs and services provided by the Office of Graduate Student Life, call 617-552-1855 or visit [www.bc.edu/gsc](http://www.bc.edu/gsc).

### University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.



Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

Additional information is available at the University Health Services website: [www.bc.edu/healthservices](http://www.bc.edu/healthservices). For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center on the first floor of Cushing Hall.

## Immunization

Graduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School	Credit Level
Woods College of Advancing Studies—Graduate	9
College of Arts and Sciences—Graduate	9
Lynch School of Education—Graduate	9
Law	12
Carroll School of Management—Graduate	9
Connell School of Nursing—Graduate	9
Graduate School of Social Work	9
School of Theology and Ministry	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing
- In addition, the Connell Graduate School of Nursing also requires the positive blood titers showing proof of immunity for measles, mumps, rubella, and varicella

If proof of immunization for measles, mumps, and/or rubella is not available for students enrolled in any graduate program, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration, and an administrative fee of \$65 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

## University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal development and success as students. Services available include individual counseling and psychotherapy, psychiatric services, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

## Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service. The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education. Services include:

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Community partnerships in the Greater Boston area
- Annual volunteer fairs
- An English Language Learners program for BC employees who practice their language skills with BC student tutors
- Post-graduate volunteer programming, including an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
- Advisement for domestic service projects
- Partnership with Big Brothers Big Sisters of Massachusetts Bay
- Support and training for University departments and student groups on volunteer projects
- Annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Hoops for Hope, Jemez Pueblo Service Program, Nicaragua Faculty/Staff Immersion Trip

For more information, visit [www.bc.edu/service](http://www.bc.edu/service).

## ANNUAL NOTIFICATION OF RIGHTS

The Executive Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in the *Boston College Bulletin* and in the *Boston College Student Guide*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

## Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.
- Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is

to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended.

If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

### Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information

includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

### Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

### CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: [www.bc.edu/offices/evp/noticesanddisclosures.html](http://www.bc.edu/offices/evp/noticesanddisclosures.html). Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy**, including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report**, including statistics for the previous three years concerning reported crimes

that occurred on campus and on public property immediately adjacent to and accessible from the campus and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;

- **Drug-Free Campus and Workplace Program**, including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information**, describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

## FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans.

Financial aid application materials generally become available on the Student Services website ([www.bc.edu/finaid](http://www.bc.edu/finaid)) each January for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

For more complete information on financial aid at Boston College, visit the Student Services website at [www.bc.edu/finaid](http://www.bc.edu/finaid). Graduate and professional students should consult their school or department for specific policies regarding financial aid.

## General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving any Federal Loans are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, three-quarter-time, or half-time) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award.

A student's enrollment in a study abroad program approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.

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- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

### NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)

140 Commonwealth Avenue

Chestnut Hill, MA 02467

Phone: 617-552-2323

Email: [diversity@bc.edu](mailto:diversity@bc.edu)

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i)

Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or ([odair@bc.edu](mailto:odair@bc.edu)); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or ([jody.mooradian@bc.edu](mailto:jody.mooradian@bc.edu)).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

### OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

### TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on or about July 15 and August 15 for the fall and December 15 for the spring. Payment is due by September 15 and January 11, respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 10.

There is a \$150 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

Tuition in the Woods College of Advancing Studies is due upon registration. All billing statements are sent electronically. Visit [www.bc.edu/mybill](http://www.bc.edu/mybill) for more information.

#### Graduate Tuition

##### Graduate School of Arts and Sciences\*\*

Tuition per credit hour: .....1,292

Auditor's fee\*\*\*—per credit hour:.....646

##### Lynch School of Education, Graduate Programs\*\*

Tuition per credit hour: .....1,166

Auditor's fee\*\*\*—per credit hour:.....583

##### Carroll School of Management, Graduate Programs\*\*

Tuition per credit hour: .....1,372

Auditor's fee\*\*\*—per credit hour:.....686

##### Connell School of Nursing, Graduate Programs\*\*

Tuition per credit hour: .....1,120

Auditor's fee\*\*\*—per credit hour:.....560

##### Graduate School of Social Work\*\*

Tuition per credit hour: .....992

Auditor's fee\*\*\*—per credit hour:.....496

##### Law School\*\*

Tuition per semester: .....21,585

Tuition per credit hour (AY):.....1,881

Tuition per credit hour (Summer): .....1,660

##### School of Theology and Ministry\*\*

Tuition per credit hour: .....882

Auditor's fee\*\*\*—per credit hour:.....441



Summer tuition per credit hour: .....	694
Summer auditor's fee**—per credit hour: .....	347
<b>Woods Graduate College of Advancing Studies</b>	
Tuition per credit hour: .....	686
<b>Summer Session**</b>	
Tuition per credit hour: .....	686
Auditor's fee***—per credit hour: .....	343
**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.	
***Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.	
<b>Graduate General Fees*</b>	
<b>Acceptance Deposit</b>	
Lynch School of Education, Graduate Programs: .....	275
Connell School of Nursing, Graduate Programs: .....	400
Carroll School of Management, Graduate Programs—part-time: .....	200
Carroll School of Management, Graduate Programs—full-time: .....	1,500
Law School—J.D. Program***: .....	500
Law School—LL.M. Program: .....	500
Graduate School of Social Work: .....	200
***Initial deposit due by April 15 with an additional \$500 due by June 1.	
<b>Activity Fee—Per Semester***</b>	
(GSAS; LSOE, Graduate Programs; CSON, Graduate Programs; GSSW; STM)	
7 credits or more per semester: .....	45
Fewer than 7 credits per semester: .....	30
<b>Activity Fee—Per Semester***</b>	
(CSOM, Graduate Programs)	
7 credits or more per semester: .....	55
Fewer than 7 credits per semester: .....	30
<b>Activity Fee (Law School): .....</b>	<b>136</b>
<b>Application Fee (Non-Refundable)</b>	
Graduate School of Arts and Sciences: .....	70
Lynch School of Education, Graduate Programs: .....	65
Carroll School of Management, Graduate Programs: .....	100
Connell School of Nursing, Graduate Programs: .....	50
Graduate School of Social Work: .....	40
Law School: .....	75
School of Theology and Ministry: .....	70
<b>Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)</b>	
Graduate School of Arts and Sciences: .....	1,242
Lynch School of Education, Graduate Programs: .....	1,122
Carroll School of Management, Graduate Programs: .....	1,320
Connell School of Nursing, Graduate Programs: .....	1,092
Graduate School of Social Work: .....	972
<b>Interim Study: .....</b>	<b>30</b>
<b>Laboratory Fee (Per Semester): .....</b>	<b>up to 930</b>
<b>Late Payment Fee: .....</b>	<b>150</b>
<b>Massachusetts Medical Insurance (Per Year): .....</b>	<b>2,108</b>
(966 fall semester; 1,142 spring semester)	
<b>Microfilm and Binding</b>	
Doctoral Dissertation: .....	125
Master's Thesis: .....	90

Copyright Fee (Optional): .....	45
<b>Student Identification Card: .....</b>	<b>30</b>
(mandatory for all new students)	

\*All fees are proposed and subject to change.

\*\*\*Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

**Collection Cost and Fees:** The student is responsible for any collection costs should his or her account be turned over to a collection agency as well as any court costs or fees should the account be turned over to an attorney.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

### **Massachusetts Medical Insurance**

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

**Non-degree students** who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more
- Law School—12 or more
- School of Theology and Ministry—7 or more

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at [www.bc.edu/medinsurance](http://www.bc.edu/medinsurance).

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at [portal.bc.edu](http://portal.bc.edu). Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at [www.bc.edu/ssforms](http://www.bc.edu/ssforms). The waiver must be completed and submitted by September 14, 2012, for the fall semester and by January 25, 2013, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

### **Returned Checks**

Returned checks will be fined in the following manner:

- First three checks returned: \$25 per check
- All additional checks: \$40 per check
- Any check in excess of \$2,000: \$65 per check

### **Withdrawals and Refunds**

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.



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The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

### ***Graduate Refund Schedule (Excluding Law)***

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

#### **First Semester**

- by Sept. 12, 2012: 100% of tuition charged is cancelled
- by Sept. 14, 2012: 80% of tuition charged is cancelled
- by Sept. 21, 2012: 60% of tuition charged is cancelled
- by Sept. 28, 2012: 40% of tuition charged is cancelled
- by Oct. 5, 2012: 20% of tuition charged is cancelled

#### **Second Semester**

- by Jan. 23, 2013: 100% of tuition charged is cancelled
  - by Jan. 25, 2013: 80% of tuition charged is cancelled
  - by Feb. 1, 2013: 60% of tuition charged is cancelled
  - by Feb. 8, 2013: 40% of tuition charged is cancelled
  - by Feb. 15, 2013: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

### ***Law Refund Schedule***

Law students are subject to the refund schedule outlined below.

#### **First Semester**

- by Aug. 24, 2012: 100% of tuition charged is cancelled
- by Sept. 7, 2012: 80% of tuition charged is cancelled
- by Sept. 14, 2012: 60% of tuition charged is cancelled
- by Sept. 21, 2012: 40% of tuition charged is cancelled
- by Sept. 28, 2012: 20% of tuition charged is cancelled

#### **Second Semester**

- by Jan. 4, 2013: 100% of tuition charged is cancelled
- by Jan. 18, 2013: 80% of tuition charged is cancelled
- by Jan. 25, 2013: 60% of tuition charged is cancelled
- by Feb. 1, 2013: 40% of tuition charged is cancelled
- by Feb. 8, 2013: 20% of tuition charged is cancelled

### ***Summer Sessions Refund Schedule: All Schools***

By the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

### ***Federal Regulations Governing Refunds***

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through his/her Agora Portal account at [portal.bc.edu](http://portal.bc.edu). If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and PLUS Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an

overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

### **National Student Clearinghouse**

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Direct Subsidized and Direct Unsubsidized, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons Hall.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at [www.studentclearinghouse.org](http://www.studentclearinghouse.org).

### **Boston College Graduate Degree Programs**

#### **Graduate School of Arts and Sciences**

Biology: M.S.T., Ph.D.

Chemistry:\* M.S., M.S.T., Ph.D.

Classics: M.A.

Economics: M.A., Ph.D.

English: M.A., M.A.T., Ph.D.

French: M.A., M.A.T.

Geology: M.S., M.S.T.

Geophysics: M.S., M.S.T.

Greek: M.A.

Hispanic Studies: M.A.

History: M.A., M.A.T., Ph.D.

Irish Literature and Culture: English, M.A.

Italian: M.A., M.A.T.

Latin: M.A.

Latin and Classical Humanities: M.A.T.

Linguistics: M.A., M.A.T.

Mathematics: M.A., M.S.T., Ph.D.

Philosophy: M.A., Ph.D.

Physics:\* M.S., M.S.T., Ph.D.

Political Science: M.A., Ph.D.

Psychology: M.A., Ph.D.

Russian: M.A., M.A.T.

Slavic Studies: M.A., M.A.T.

Sociology: M.A., Ph.D.

Spanish: M.A.T.

Theology: Ph.D.

\*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

#### **Fifth Year Programs—Graduate School of Arts and Sciences**

Linguistics: B.A./M.A.

Philosophy: B.A./M.A.

Psychology: B.A./M.A.

Psychology/Social Work: B.A./M.S.W.

(B.A. Psychology majors only)

Russian: B.A./M.A.

Slavic Studies: B.A./M.A.

Sociology: B.A./M.A.  
Sociology/Social Work: B.A./M.S.W.  
Theology: B.A./M.A.  
Theology/Pastoral Ministry: B.A./M.A.  
Theology/Religious Education: B.A./M.Ed.

**Dual Degree Programs—Graduate School of Arts and Sciences**

Biology/Management: M.S./M.B.A.  
French/Management: M.A./M.B.A.  
Geology/Management: M.S./M.B.A.  
Geophysics/Management: M.S./M.B.A.  
Hispanic Studies/Management: M.A./M.B.A.  
Italian/Management: M.A./M.B.A.  
Linguistics/Management: M.A./M.B.A.  
Mathematics/Management: M.A./M.B.A.  
Philosophy: M.A./J.D., Ph.D./J.D.  
Political Science/Management: M.A./M.B.A.  
Russian/Management: M.A./M.B.A.  
Slavic and Eastern Languages and Literatures: M.A./J.D.  
Slavic Studies/Management: M.B.A./M.A.  
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

**School of Theology and Ministry**

Theology and Ministry: M.Div., M.A., M.T.S., Th.M.  
Sacred Theology: S.T.B., S.T.L., S.T.D.  
Religious Education: M.Ed., C.A.E.S.  
Theology and Education: Ph.D.

**Fifth Year Programs—School of Theology and Ministry**

Theology: B.A./M.T.S.  
Theology and Ministry: B.A./M.A.

**Dual Degree Programs—School of Theology and Ministry**

Pastoral Ministry/Counseling Psychology: M.A./M.A.  
Pastoral Ministry/Nursing: M.A./M.S.  
Pastoral Ministry/Social Work: M.A./M.S.W.  
Pastoral Ministry/Business Administration: M.A./M.B.A.

**Joint Degree Programs—School of Theology and Ministry**

Catholic Educational Leadership:  
M.Ed. in Religious Education, Catholic School Leadership  
concentration (with LSOE)  
M.A. in Higher Education, Catholic University Leadership  
concentration (with LSOE)  
M.Ed. Educational Administration and Catholic School  
Leadership (with LSOE)

**Lynch School of Education, Graduate Programs**

Applied Developmental and Educational Psychology: M.A.,  
Ph.D.  
Educational Leadership: M.Ed., C.A.E.S., Ed.D.  
Counseling Psychology: M.A., Ph.D.  
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.  
Early Childhood Education: M.Ed.  
Educational Research, Measurement and Evaluation: M.Ed.,  
Ph.D.  
Elementary Education: M.Ed.

Higher Education: M.A., Ph.D.  
Professional Licensure in English, History, Earth Science  
Biology, Mathematics, Elementary Education, and Reading:  
M.A.T., M.S.T.  
Reading/Literacy Teaching: M.Ed., C.A.E.S.  
Secondary Education: M.Ed., M.A.T., M.S.T.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and  
Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.,  
C.A.E.S.

**Fifth Year Programs—Lynch School of Education,  
Graduate Programs**

Applied Developmental and Educational Psychology: B.A./M.A.  
Curriculum and Instruction: B.A./M.Ed.  
Early Childhood Education: B.A./M.Ed.  
Educational Research, Measurement and Evaluation: B.A./M.Ed.  
Elementary Education: B.A./M.Ed.  
Higher Education: B.A./M.Ed.  
Moderate Special Needs: B.A./M.Ed.  
Secondary Education: B.A./M.Ed.  
Severe Special Needs: B.A./M.Ed.

**Dual Degree Programs—Lynch School of Education,  
Graduate Programs**

Counseling/Pastoral Ministry: M.A./M.A.  
Curriculum and Instruction/Law: M.Ed./J.D.  
Higher Education/Law: M.A./J.D.  
Higher Education/Management: M.A./M.B.A.

**Early Admit Programs—Lynch School of Education,  
Graduate Programs**

Mental Health Counseling: B.A./M.A.  
School Counseling: B.A./M.A.

**Law School**

Law: J.D.  
Law: LL.M.

**Dual Degree Programs—Law School**

Law/Education: J.D./M.Ed., J.D./M.A.  
Law/Management: J.D./M.B.A.  
Law/Philosophy: J.D./M.A., J.D./Ph.D.  
Law/Social Work: J.D./M.S.W.

**Carroll School of Management, Graduate Programs**

Accounting: M.S.  
Business Administration: M.B.A.  
Finance: M.S., Ph.D.  
Management and Organization: Ph.D.

**Dual Degree Programs—Carroll School of Management,  
Graduate Programs**

Accounting: M.B.A./M.S.  
Finance: M.B.A./M.S.  
Management/French: M.B.A./M.A.  
Management/Geology and Geophysics: M.B.A./M.S.

Management/Higher Education: M.B.A./M.A.  
Management/Hispanic Studies: M.B.A./M.A.  
Management/Italian: M.B.A./M.A.  
Management/Law: M.B.A./J.D.  
Management/Linguistics: M.B.A./M.A.  
Management/Mathematics: M.B.A./M.A.  
Management/Nursing: M.B.A./M.S.  
Management/Pastoral Ministry: M.B.A./M.A.  
Management/Political Science: M.B.A./M.A.  
Management/Russian: M.B.A./M.A.  
Management/Slavic Studies: M.B.A./M.A.  
Management/Social Work: M.B.A./M.S.W.  
Management/Sociology: M.B.A./M.A./Ph.D.  
Management/Urban & Environmental Policy and Planning:  
M.B.A./M.A.U.E.P.P. (in conjunction with Tufts University)

**Connell School of Nursing, Graduate Programs**

Nursing: B.S./M.S., M.S., Ph.D.

**Dual Degree Programs—Connell School of Nursing,  
Graduate Programs**

Nursing/Management: M.S./M.B.A.  
Nursing/Pastoral Ministry: M.S./M.A.

**Graduate School of Social Work**

Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

**Fifth Year Programs—Graduate School of Social Work**

Social Work/Applied Psychology and Human Development:  
B.A./M.S.W.  
Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.

**Dual Degree Programs—Graduate School of Social Work**

Social Work/Law: M.S.W./J.D.  
Social Work/Management: M.S.W./M.B.A.  
Social Work/Pastoral Ministry: M.S.W./M.A.

**Woods Graduate College of Advancing Studies**

Administrative Studies: M.S.

**Note:** For the most updated version of STM academic policies and procedures, visit: [www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html](http://www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html).

## ACADEMIC INTEGRITY

### Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process.

### Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

**Cheating** is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include:**

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;

- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

**Collusion** is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

### Promoting Academic Integrity: Roles of Community Members

#### *Student Roles in Maintaining Academic Integrity*

Graduate and professional students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

#### *Faculty Roles in Fostering Academic Integrity*

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

## ***POLICIES AND PROCEDURES***

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Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate.
- Instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus or other documents prepared for the academic experience that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

### **Academic Deans**

The academic deans have overall responsibility for academic integrity within their schools which includes the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

### ***Procedures***

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Associate Dean will notify the faculty member bringing the accusation and the student that the case is under review by the AIC. The AIC at its discretion may interview any individual with knowledge pertinent to the case.

The AIC will decide a case by simple majority vote, and the Associate Dean will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Associate Dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a warning, which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the committee's decision may be made by written request to the Dean of the school not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

## **ACADEMIC REGULATIONS**

Academic Regulations are effective from September of the current academic year (2012–2013) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

### **Academic Grievances**

#### **I. Preamble**

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. Resolution of such grievances should involve all parties working cooperatively and respectfully to obtain mutually agreed solutions. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. Because the availability of evidence diminishes over time, the School of Theology and Ministry will not consider a grievance initiated after the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. Further, the School of Theology and Ministry eschews and discourages frivolous complaints.



II. Any student who believes he or she has a grievance should communicate with the faculty member(s) immediately involved as soon as possible after the action being grieved, but by no later than the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. If communication results in a mutually acceptable solution, the matter shall be considered closed. If either party wishes to have a written statement of the outcome, the parties shall put the solution in writing, sign it, and each retain a copy.

III. If, however, a mutually acceptable solution cannot be reached, the student may present the matter in writing in a timely manner to the chairperson of the department in which the faculty member(s) resides administratively. The written statement must clearly specify: (a) the nature of the complaint and (b) the remedy requested. The department chairperson must handle the matter in accordance with department procedures approved by the university. If there are no such procedures, the chairperson should proceed as follows:

A) After consultation with both the student and the faculty member(s) affected, the chairperson should proceed in a timely manner either to mediate the matter personally or assign it for mediation to one or more members of the department.

B) The chairperson or designated faculty mediator(s) shall then meet formally with the faculty member(s) involved and obtain a written answer to the grievance with a full explanation of the faculty member(s)' position. After a full investigation, the chairperson or assigned mediator(s) should meet again with the faculty member(s) and student involved, either separately, or jointly, or both, in order to work out a settlement of the problem. If the chairperson or assigned mediator(s) succeeds in resolving the grievance, he/she shall put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all parties involved in the process.

Should the chairperson or assigned mediator not obtain a resolution, the chairperson, after conducting such further proceedings as he/she may determine to be necessary or desirable in his/her sole discretion, shall prepare a written decision and provide a copy of it to the student and the faculty member(s) involved.

IV. A student grievant may appeal a decision of the department or program chairperson to the Dean. The appeal must be made in writing within two weeks of the decision of the department or program chairperson and must specify clearly: (a) the nature of the grievance; (b) the remedy sought; and (c) the reason or reasons why the proposed resolution emanating from step (III) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly, to seek a timely solution to the issues. If such procedures produce an outcome mutually acceptable to the parties involved, it shall be put in writing and copies given to all of the parties.

If no such mutually acceptable outcome should be achieved, the Dean or the Dean's designees shall expeditiously gather all written statements and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the issue(s). In the event of a hearing, the faculty member(s) and student shall each be entitled to bring an advisor drawn from the Boston College community

for consultative purposes only. If the above process culminates in a mutually agreeable solution, the Dean or the Dean's designee(s) must put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all of the parties.

If the Dean or the Dean's designee(s) arrives at no mutually acceptable solution, the Dean shall in a timely manner convey his/her decision and report (or the report of his/her designee(s) as applicable) to the chairperson and the parties involved. The Dean's decision shall be final.

### Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student Services. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

### Attendance

Graduate and professional students are expected to meet course requirements in classes, internships, and practica as specified in the syllabus or document prepared explicitly for the academic experience. A student who is absent repeatedly from these academic experiences will be evaluated by the responsible faculty member and/or designated supervisor(s) to ascertain the student's ability to continue in the course and to achieve course objectives. In addition, the STM has its own attendance policy, enforced by course instructors at their discretion. Students must withdraw from a course in which they have been absent at least 30% of class meeting time. If a student with more than a 30% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in the course.

Professors will announce, reasonably well in advance, tests, examinations and other forms of assessment based on the material covered in the course, as well as other assigned material. A student who is absent from a course is responsible for obtaining knowledge of what happened in the course, especially information about announced tests, papers, or other assignments.

A student who is absent from a course on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a makeup will be allowed.

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

### Absences for Religious Reasons

Any graduate or professional student who is unable, because of his or her religious beliefs, to attend classes, internships, or practica, or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors and supervisors at the end of the first course meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an

## ***POLICIES AND PROCEDURES***

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unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

### **Audits**

Students enrolled in STM degree and certificate programs may audit courses and will be charged ½ the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses will not count toward their degree or certificate programs.

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for a reduced rate of \$399 per course.

The STM has a reduced audit rate of \$201 per course for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information.

Students cannot register to audit courses through their Agora accounts. Students should contact the STM Service Center or the Assistant Director for Financial Aid and Academic Services in order to register to audit a course.

### **Comprehensive Examination or Qualifying Papers: Doctoral Students**

#### ***Doctoral Students (S.T.D.)***

Consult the S.T.D. Handbook for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 980 S.T.D. Specialized Research. In accordance with the University policy on grading, comprehensive exams are graded Pass with Distinction, Pass, and Fail.

#### ***Doctoral Students (Ph.D.)***

Consult the Ph.D. Prospectus for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 999 Doctoral Continuation. In accordance with the University policy on grading, comprehensive exams are graded Pass with Distinction, Pass, and Fail.

### **Comprehensive Examination: Master's Students**

There are no comprehensive exams for the M.Div. and M.T.S. degrees. For M.A. and M.Ed. students, the Synthesis Project serves as the comprehensive exam. Students wishing more information about the Synthesis Project should obtain a Synthesis Project Packet from the STM Service Center. If they are not registered for courses, students must be registered for the non-credit TM 888 in the semester in which they defend their synthesis projects. In accordance with the University policy on grading comprehensive exams, Synthesis Projects are graded Pass with Distinction, Pass, and Fail.

**Note:** Beginning with the fall 2012 entering class, the M.A. and M.Ed. Synthesis Project shall be called the Thesis. Nevertheless, it still counts for the comprehensive examination.

**Note:** Beginning with the fall 2013 entering class (and those fall 2012 entering students who choose to do so), the M.Div. will have synthesis exams, which will fall under this comprehensive examination policy.

### **Continuation: Doctoral Candidacy**

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy or its equivalent.

To register for doctoral continuation, Ph.D. students register for TM 999 and S.T.D. students register for TM 980.

### **Cross Registration**

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, The Consortium, and the Graduate Consortium in Women's Studies (see below for more information). Students can obtain a BTI cross-registration form at the STM Service Center.

**Note that 50% of coursework required for a Boston College degree must be taken at Boston College.**

#### ***Boston Theological Institute***

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions.

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

#### ***The Consortium***

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services.

#### ***Graduate Consortium in Women's Studies***

Eligible graduate and professional students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women's Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. Eligible students need to obtain permission from their department or school. Registration forms will be mailed from the Consortium to accepted students.

## Enrollment Status

### Full-Time Enrollment Status

Graduate students in the School of Theology and Ministry are full time if enrolled in TM 888, TM 900, TM 920, TM 980, TM 985, TM 990, or TM 995. Doctoral students are considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants.

### Final Examinations

For graduate level courses that have final examinations, professors may use the University's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should contact the person designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

### Foreign Language Requirement

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

### Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing.

In the School of Theology and Ministry, a student in one or both of the following situations is considered to be under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester.

If a student is under academic review at the end of a given semester, the student will be notified in writing by the Associate Dean for Academic Affairs. The student will have until the end of the following semester to bring his/her GPA up to 3.0 and to complete all incompletes. If a student does not do these things, the Associate Dean will engage the student's faculty course selection advisor, the relevant department chair, and the Associate Dean for Student Affairs in a discussion as to whether and under what conditions the student may continue in his or her degree or certificate program. At that point, the student may be dismissed from the University or given further conditions to meet in order to remain enrolled in the STM. The Associate Dean for Academic Affairs will communicate this information to the student in writing as soon as possible after the meeting.

### Grading

In each graduate course, in which a graduate or professional student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory

at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

A pass/fail option is available for a limited number of courses. A U grade is recorded for ungraded courses such as doctoral continuation.

### Grading Scale

In computing averages, the following numerical equivalents are used. The entire grading scale is not used by all schools.

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

### Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester. A formal request form must be obtained at the STM Service Center and signed by the professor and the Associate Dean for Academic Affairs. For approval to be granted, a date for completion must be agreed upon between the student and the professor. Except in extraordinary cases, all such "I" grades will automatically be changed to "F" according to the following University-dictated schedule:

#### Spring

August 1

#### Fall

March 1

#### Summer

October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

### Pass/Fail Electives

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the STM Service Center.

M.A., M.Ed., and C.A.E.S. students may take 2 courses P/F beyond those designated as such.

## ***POLICIES AND PROCEDURES***

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M.Div. students may take no more than 18 credits on a P/F basis.

M.T.S. students may take no more than 12 credits on a P/F basis.

Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.

Ph.D. students should consult the GSAS Dean's Office.

### **Graduation**

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal at [portal.bc.edu](http://portal.bc.edu) by the following dates:

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

### **Leave of Absence**

#### ***Voluntary Leave of Absence***

Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online at [www.bc.edu/studentsservices](http://www.bc.edu/studentsservices) and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean.

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program. Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair and the Associate Dean for Academic Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

#### ***Personal Leave of Absence***

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

#### ***Medical Leave of Absence***

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request

a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the student's Associate Dean, who must approve the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the Associate Dean as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired admission date. Students seeking to return to a practicum, clinical, or field education placement must contact the Associate Dean expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the academic dean with regard to school policy concerning funding upon return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Please consult with the Office of Student Services to learn more about this policy, or visit [www.bc.edu/medinsurance](http://www.bc.edu/medinsurance). Students granted a medical leave because of a severe medical situation may be entitled to a semester's tuition credit to be provided upon readmission.

#### ***Involuntary Leave of Absence***

Students may be separated from the University for academic reasons or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others. For additional information, visit [www.bc.edu/publications/studentguide/judicial.html](http://www.bc.edu/publications/studentguide/judicial.html).

#### ***Readmission after a Leave of Absence***

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of re-admission after a leave of absence.

In instances where a sustained period of time has elapsed since a student was last enrolled, the academic dean or designee of the school, in consultation with the school's Academic Standards Committee and/or the appropriate representative of the student's department will decide the status of student seeking readmission. In determining which, if any academic requirements remain to be completed after readmission and before awarding the degree, the factors that will be considered include but are not limited to:

1. Currency of the student's knowledge in select content areas;
2. Relevancy of courses completed at Boston College to current degree requirements;
3. Rigor of courses completed at Boston College to current degree requirements;
4. Academic work completed elsewhere that is relevant to degree requirements;
5. Length of absence.



In all readmission cases, the decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

### ***Readmission after a Lapse in Enrollment***

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program. Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

If a student seeks re-admission before the term limit expires, s/he must write the associate dean for academic affairs to request readmittance before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks re-admission after the term limit has expired, the student must re-apply through the Office of Admissions. To begin this process, the student should email the assistant dean for admissions and recruitment. If the student is re-admitted to the program, a decision will be made on a case-by-case basis by the associate dean for academic affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree.

### **Summer Courses**

#### ***M.A., M.Ed., C.A.E.S.***

Summer M.A., M.Ed., and C.A.E.S. students are required to complete at least 24 of their 35 credit hours in summer courses of two credits each. Both academic-year and summer students in the M.A. and M.Ed. programs may request to take one summer course for three credits if the extra credit is needed to complete their degree requirements. For M.A. and M.Ed. students, this three-credit option may be exercised only once during the student's degree program. (Exceptions to this policy are sometimes required for dual-degree students.) M.A., M.Ed., and C.A.E.S. students may take only one course for credit in each two-week summer session, with the following exceptions:

- Students may take an online or evening course in place of a two-week, morning course.
- Students may enroll in Holistic Formation and/or Contextual Education in addition to three two-credit courses.
- In addition to, if applicable, Holistic Formation and Contextual Education, students with a 3.5 GPA or above may enroll in a total of nine credit hours per summer, comprised of regular summer (morning) courses, an evening course, a directed reading course and/or an online course.

Summer M.A. and M.Ed. students whose requirement is a total of 35 credit hours for the degree may take no more than two three-credit courses during the academic year. For M.A., M.Ed., C.A.E.S., and Ph.D. students taking a summer course for three credits, a three-credit form, detailing the work to be completed for the third credit and signed by both the student and the professor, must be returned to the

STM Service Center by the second day of class. The Associate Dean for Academic Affairs decides on approval for all such requests. Students should assume that the request has been approved unless contacted by the Associate Dean.

#### ***M.Div., M.T.S.***

For M.Div. and M.T.S. students, courses offered in semester-length mode must be taken in that mode. Summer courses cannot be used to satisfy subject area requirements for these degree programs, but where appropriate, courses taken in the summer can be applied as electives. The student should consult the relevant program director to determine such suitability before enrolling in summer course(s). Two-credit courses taken in the summer must be counted as such; no provision will be made to convert these courses to three credits. A maximum of six (6) credits from summer courses can be applied towards a M.Div. or M.T.S. degree.

#### ***Th.M., S.T.L., S.T.D.***

For Th.M., S.T.L., or S.T.D. students, permission of the program director is required before enrolling in summer courses. Two-credit courses cannot be applied toward these degrees.

### ***Summer Language Courses***

For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in the summer language course.

### **Time-to-Degree**

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

S.T.D.: There is no set time limit. However, S.T.D. students must register for the 6-credit TM 980 from the time they finish their course work until they graduate.

Ph.D.: Ph.D. students should consult the GSAS website ([www.bc.edu/schools/gsas/policies.html](http://www.bc.edu/schools/gsas/policies.html)) for time-to-degree policy. It is important to note that Ph.D. students must register for the one-credit TM 999 (Doctoral Continuation) from the time they finish their coursework and until they graduate.

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally, only one extension will be granted per student. Students should send a letter by U.S. mail or email to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and department chair for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

### **Transcripts**

All current graduate and professional students submit requests for academic transcripts through their Agora Portal at [portal.bc.edu](http://portal.bc.edu).



## ***POLICIES AND PROCEDURES***

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Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit [www.bc.edu/transcripts](http://www.bc.edu/transcripts).

### ***Transcript/Diploma Holds***

The University will not issue diplomas or release transcripts for any graduate or professional student with an outstanding financial obligation to the University, which includes failure to complete a mandatory loan exit interview.

### **Transfer of Credit**

STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another university or school of theology, subject to the following criteria:

- At the date of the student's graduation, his or her transfer credits may be no more than five years old;
- transfer credits must have been obtained for graduate-level coursework;
- each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
- credit must not have been used in obtaining any other degree; and
- coursework must be relevant to the student's degree program.

M.Div. students may transfer in 24 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

In order to transfer credits into your STM degree program, you will need to submit **three forms** to the STM Service Center:

1. **Transcript** containing the courses you wish to transfer in.
2. An **up-to-date program of study/course tracking sheet** indicating the courses you've taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill.
3. A completed **Transfer of Credits form**.

#### **Please follow these steps:**

1. Check to see if you have an up-to-date program of study/course tracking sheet. If you know that you've recently filled one out with a faculty advisor or program director, obtain a copy from that person.
  - a. If you have an updated program of study/course tracking sheet, bring it with you and continue with steps 2, 3, 5, and 6 below (skip step 4).
  - b. If you don't have an updated program of study/course tracking sheet, follow all steps below.
2. Stop by Admissions to ask Andrew McMillin or Donna DeRosa to print out the transcript containing the courses you want to transfer in. If they don't have the transcript on file, then contact the institution at which you took those courses and ask them to send you an official transcript.
3. Once you have the transcript, go to the Service Center and ask for a Transfer of Credit form.

4. If you don't have an up-to-date program of study/course tracking sheet, ask the Service Center for a blank one and fill it out using the transcript you have in hand as well your Boston College course history, which can be accessed through one of the computers in the front of the Service Center.
5. Fill out the Transfer of Credit form.
6. Hand all three forms to the person at the front desk.

The Service Center will circulate the form to your advisor, department chair, and the associate dean for academic affairs (for Jesuit scholastics, it will also go to the director of Jesuit studies) for approval. The associate dean will send it on to University Student Services, who will transfer in the credits. If the courses do not show up on your Agora course history within two weeks, please contact the associate dean for academic affairs.

### **University Communication Policies and Student Responsibilities**

Official communications of the University with its currently enrolled graduate and professional students, including notices of academic and administrative matters and communications from faculty and administrative staff, may be sent via postal service, campus mail, or email. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

**Postal service and Campus mail:** For purposes of written communication, the student's local and permanent addresses on record at the Office of Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections through their Agora Portal if the addresses are not accurate in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

**Email:** The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with email accounts as well as access to email services from computer stations at various locations on campus. All students are expected to access their email accounts regularly, to check for official University communications, and to respond as necessary to such communications.

Students may forward their email messages from their University email accounts to non-university email systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

All student responses to official email communications from the University must contain the student's University email address in the "From:" and "Reply To:" lines and should originate from the student's University email account, to assure that the response can be recognized as a message from a member of the University community.

### **Withdrawal from a Course**

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must go to the Forms page of the Office of Student Services website,

print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

**Withdrawal from Boston College**

Graduate and professional students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

## *The School of Theology and Ministry*

### INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through C21 Online learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at [www.bc.edu/stm](http://www.bc.edu/stm).

### Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward; however, some programs have specific requirements. Be sure to review carefully the requirements for your program of study. STM requires applicants to complete applications for its degree and non-degree programs online at [www.bc.edu/stmprocess](http://www.bc.edu/stmprocess). The online application allows applicants to submit the admissions application form as soon as possible so that we can begin a file for you. You should also review the technical requirements needed to submit your online application.

#### *Admissions Requirements*

##### Deadlines

###### Fall Admission

Ph.D.: January 15

All other degrees: February 15 (for priority financial aid consideration)

###### Spring Admission (Except Ph.D. and S.T.D.)

November 15 (for priority financial aid consideration)

Below are the admission application requirements for all degree programs:

- **Online Degree Application for Admission**
- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can be sent along with other supporting application materials in a sealed, signed envelope.
- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. At least one recommendation should also speak to the applicant's character. For M.Div., M.A., and M.Ed. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can either be sent directly from the recommender to the STM Processing Center, or submitted with other supporting application materials in a sealed, signed envelope.

- **Personal statement:** Maximum 1,000 words. Please address the following areas:

The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;

Your understanding of theological education and/or ministry in the context of the Church's mission;

How you plan to apply your theological education;

Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.

- **Statement of intent:** (Ph.D. and S.T.D. only) Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./ S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work.
- **GRE scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). International students for whom English is not their native language can submit TOEFL scores in place of GREs. To inquire, please email the admissions office. The admissions committee may also waive this requirement for those who have earned a previous master's degree. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Curriculum vitae or resume**
- **Writing sample** (Ph.D. and S.T.D. only): Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion.
- **Major Superior Form** for all applicants that are priests or members of religious orders.
- **\$75 Admissions application fee.** Jesuits, current JVC members, and current BC students are exempt from this fee. Email the admissions office at [stmadmissions@bc.edu](mailto:stmadmissions@bc.edu) to request a waiver.
- **STM Financial Aid Form**
- **Personal interviews** are not required. However, the admissions committee may request a personal interview.

#### Supporting Application Materials

The School of Theology and Ministry is currently able to accept personal statements, statements of intent, curricula vitae/resumes, writing samples, and STM Financial Aid forms online, in .pdf format only, through the Agora Portal.

All supporting application materials should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 270, Randolph, MA 02368-0270.

Please include your full name and Eagle ID number (if you have it) on all forms and correspondence.

#### **Jesuit Applicants**

Jesuit scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Dean for Admissions at least five months prior to their planned enrollment to discuss their plans, academic background, and language skills.

Jesuits requiring financial assistance should be in touch with the school by February 15, 2012 so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's provincial would write a letter to the rector of the Blessed Peter Faber Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the rector of Blessed Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with the rector of the Blessed Peter Faber Community and other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

#### **Non-Jesuit Religious Applicants**

Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and parish or convent housing assistance should apply by February 15, 2012 for the fall semester. All religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with your vocation director and/or other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

#### **Additional Information**

All transcripts and paper-based letters of recommendation must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Ph.D. applications can take up to two months after our deadline before receiving a decision. Decision letters are mailed to the applicant's current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE or other standardized test scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social, and religious maturity.

Acceptance to a STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

#### **Scholarship and Grant Funding**

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete and return the STM Financial Aid Application, you are automatically considered for all financial assistance for which you may be eligible from the STM.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Assistant Dean for Admissions and Financial Aid for questions regarding the funding of your studies.

#### **Federal Student Loans**

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Direct Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation. Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to [www.bc.edu/gradaid](http://www.bc.edu/gradaid) or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal loans are not available to S.T.L. or S.T.D. degree seeking students.

#### **Notification of your funding will occur after a decision is made regarding your admission into the STM.**

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about Federal loans.

#### **International Student Admission Requirements**

As an international theological center, STM represents the changing landscape of the Catholic Church on the global stage by training priests, lay ministers, and theologians from over forty nations. While we continue to attract and train students from North America and Europe, more and more, the future leadership of the Church is emerging from South America, Africa, India, and Asia. STM is a part of this movement, training some of the first indigenous professors of seminaries, universities, and theological centers in those regions.

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

#### **Visa Process**

##### **When Applying**

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See below.)



### After Being Accepted

After being accepted, the Admissions Office will send you the Certification of Financial Support form for the I-20 document. Filling out and returning these forms to the STM Admissions Office will start the process of obtaining an F-1, or student, visa to study in the United States, as long as you meet the financial and English language requirements.

International students, who are also Diocesan priests, must obtain priestly Faculties to serve as priests in the Boston Archdiocese. The student's bishop or major superior must write to the Archbishop of Boston, requesting housing and facilities to function as a priest in the area. A copy of this letter should be sent to STM. Boston College can only issue an I-20, after such facilities have been secured.

### Additional Requirements

All applicants for whom English is not their native language must demonstrate proficiency in the English language. This can be demonstrated by an acceptable score on the TOEFL exam (Test of English as a Foreign Language) or by receiving a degree from a college or university at which English is the language of instruction.

An acceptable TOEFL score is 550 on the paper-based exam or 79 on the Internet exam. When taking the exam, include STM's institutional code—3971—so that your scores may be sent directly to the school. Students cannot be accepted into any STM program without an acceptable TOEFL score.

TOEFL Registration

CN6152

Princeton, NJ 08541, USA

[www.toefl.org](http://www.toefl.org)

The TOEFL score is not required if:

1. You are a citizen of Australia, Canada (except Quebec), Great Britain, Ireland, New Zealand, Guyana, an Anglophone country of Africa, or an English-speaking country of the Caribbean.
2. You earned your prior college or university degree in the U.S. or one of the countries listed above.
3. You are currently enrolled as a full-time student in a U.S. degree-granting program or at an American or English-speaking school in one of the countries listed above and will have completed two academic years of college/university work before beginning your studies at Boston College.

### GRE Exam

If you do not already have a graduate degree (a degree beyond the initial first post-secondary degree) you must take the Graduate Record Examination (GRE). STM prefers a score of 550 or above on the verbal to be eligible for admission. **Ph.D. and S.T.D. applicants are not exempt from taking the GRE even if they possess a graduate degree.** STM GRE code is 2508.

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

[www.gre.org](http://www.gre.org)

### Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The letter must be on official letterhead and signed by your superior

or bishop. The letter should be addressed to the Assistant Dean and Director of Admissions and must contain contact information. STM will only accept original letters.

### Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

### Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability, to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources.

### Housing

Housing is available for international lay students on an individual basis.

Members of religious orders usually find housing with area parishes or religious communities. The Admissions Office assists placing religious members in such communities, though placement and housing is not guaranteed.

## Graduate Programs

### Degree Programs

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

### Master of Divinity (M.Div.)

The School's most comprehensive program, the three-year M.Div. program offers a course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

Students entering fall 2012 have a choice between the current, 81-credit curriculum and the newly revised 84-credit curriculum. Because the new 84-credit curriculum is heavily cohort-based, incoming fall 2012 M.Div. students are strongly encouraged (but not

required) to choose the new curriculum, which will be required for all students beginning with the fall 2013 incoming class. Students with questions about these options should contact the Associate Dean for Academic Affairs.

#### **Master of Arts in Pastoral Ministry (M.A.)**

The M.A. in Pastoral Ministry combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, campus ministry, religious education, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

Beginning in fall 2012, students admitted into the M.A. in Pastoral Ministry program in the academic year will have a choice between remaining in the M.A. in Pastoral Ministry program or switching to the new M.A. in Theology and Ministry program (see below). For students opting to remain in the academic-year M.A. in Pastoral Ministry, the degree requires 44 credits. Beginning with the fall 2013 incoming class, the M.A. in Pastoral Ministry will no longer be an option for academic year students.

The M.A. in Pastoral Ministry will remain a 35-credit, summer degree program offered through the STM Summer Institute. This summers-only degree is designed especially for those already working in ministry or teaching. Over the course of up to five summers, students study at Boston College for six weeks each summer. The STM Summer Institute offers a vibrant community, joyful liturgy, and opportunities to explore Boston.

In collaboration with other BC professional schools, the M.A. in Pastoral Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

#### **Master of Arts in Theology and Ministry (M.A.)**

The M.A. in Theology and Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (48 credits in the academic year) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, campus ministry, religious education, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

In collaboration with other BC professional schools, the M.A. Theology and Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

For the fall 2012 entering class, academic-year students admitted to the M.A. in Pastoral Ministry program will be given a choice between staying in the M.A. in Pastoral Ministry program or switching to the new M.A. in Theology and Ministry degree program. Beginning fall 2013, the M.A. in Pastoral Ministry program will no longer be offered to incoming students in the academic year.

#### **Master of Theological Studies (M.T.S.)**

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology. The program is also appropriate for students seeking personal reflection and theological development.

#### **Master of Education in Religious Education (M.Ed.)**

The two-year M.Ed. program (44 credits in the academic year, 35 credits in the summer) prepares students for careers as religious educators in parishes and in Catholic and other private schools. With a focus on both theory and practice, the program is intended for lay,

religious, and ordained students. Students have the option of choosing a concentration in School Religion Teaching, Total Community Catechesis (Parish Religious Education), Catholic School Leadership, or Interreligious Understanding.

#### **Doctor of Philosophy, Theology and Education (Ph.D.)**

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of Arts and Sciences.

#### **Master of Theology (Th.M.)**

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of the theological disciplines and ministerial practice. Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other capacities. Finally, lay students who have already completed a Master of Divinity and who are interested in pursuing doctoral work, but believe they need additional course work might also consider the Master of Theology.

#### **Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)**

The C.A.E.S. is a two-year (36 credits in the academic year; 30 credits in summers) post-master's degree and is for students who hold masters' degrees in theology, divinity, religious education, or a closely related field. The program enables students to deepen their theological and educational expertise, develop an educational specialization, or broaden their religious education, ministerial, and theological background.

#### **Ecclesiastical Degrees**

The ecclesiastical degrees are part of a three-degree cycle offered only by an ecclesiastical faculty and granted in the name of the Holy See. STM has one of only six ecclesiastical faculties within the United States. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

The **Bachelor of Sacred Theology (S.T.B.)** is a first-level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second-level, research-oriented ecclesiastical degree also offered by the STM.

The **Licentiate in Sacred Theology (S.T.L.)** is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the

S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, or teach or build competence for working within the Church. Officially, it is “the academic degree which enables one to teach in a major seminary or equivalent school.” The S.T.L. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

The **Doctor of Sacred Theology (S.T.D.)** is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D. program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

### ***Non-Degree Programs***

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today’s Church. Every person interested in exploring the important issues of the Church today can find a workshop, lecture, or course to meet his or her interest—whether professional or personal. Our programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM’s Summer Institute.

#### **Academic Certificate Programs**

##### **Post-Master’s Certificate in Spiritual Formation**

The Post-Master’s Certificate prepares ministers with a prior master’s degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

##### **Pastoral Ministry Certificate**

The Pastoral Ministry Certificate is an 18-credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master’s program.

##### **Hispanic Ministry Certificate**

The Hispanic Ministry Certificate is a program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

##### **Supervised Practicum in Spiritual Direction**

A joint offering of the STM and the Center for Religious Development, the Supervised Practicum in Spiritual Direction is designed for those interested in thorough introduction to the practice of spiritual direction within the Catholic tradition.

#### **Summer Institute**

The Summer Institute brings together leading U.S. and international theologians to provide a rich array of learning opportunities in conversation with liturgies, seminars, and off-campus activities. In addition to individual courses for credit or audit, degrees offered through the STM Summer Institute are the M.Ed. in Religious Education and the M.A. in Pastoral Ministry.

#### **Individual Courses**

##### **Special Student**

Special Students at Boston College are students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may be taken. Should you later enroll in a degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

##### **Auditor**

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester at the rate of \$441 per credit hour.

##### **Minister-in-the-Vicinity**

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$201.

#### **Continuing Education**

##### **Conferences, Lectures, Workshops, Seminar Series**

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

##### **Sabbatical**

Those who wish to come to Boston College for sabbatical may apply as a Special Student or Minister-in-the-Vicinity and create their own independent sabbatical experience.

##### **C21 Online**

C21 Online offers online courses to support the ongoing formation of Catholic adults and parish volunteers, as well as the professional development of Catholic school teachers and professional lay ministers.

For more information about any of the STM’s programs, visit [www.bc.edu/stmacademics](http://www.bc.edu/stmacademics).

#### **Academic Policies and Procedures**

##### ***Academic Integrity at Boston College***

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity to be found in the University Policies and Procedures section of this catalog. The roles and responsibilities of students, faculty, and deans with regard to promoting academic integrity can be found there as well. STM students are strongly encouraged to become familiar with these policies and procedures, as they are held responsible for this knowledge. Students with questions regarding what constitutes a violation of Boston College’s Academic Integrity Policy, especially with regard to specific courses and assignments, are invited and encouraged to ask these questions of their professors and the Associate Dean for Academic Affairs.

##### ***STM Academic Integrity Procedures***

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Associate Dean will notify the faculty member bringing the accusation and the student that the case is under review by the AIC. The AIC at its discretion may interview any individual with knowledge pertinent to the case.

The AIC will decide a case by simple majority vote, and the Associate Dean will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Associate Dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a warning, which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the committee's decision may be made by written request to the Dean of the school not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

### ***STM Academic Integrity Tutorial***

This online tutorial, developed by STM faculty, students, and administrators (with lots of help from offices across the University!), is meant to help students understand better the importance of and policy regarding academic integrity at Boston College and to introduce them to the academic culture at the STM. As well, the tutorial serves as an introduction to good research practices and resources in theology and ministry at the graduate level. The tutorial is required of all new STM degree and certificate students in their first semester or summer of study. Students who do not complete the tutorial by the deadline set each semester by the associate dean for academic affairs will not be able to register for courses for the following term until they complete

the tutorial. Information regarding the administration of the tutorial will be given at new student orientation and through email from the Associate Dean for Academic Affairs.

### ***University Communication Policies and Student Responsibilities***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### ***Absences for Religious Reasons***

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

### ***Academic Advising***

Students are free to form mentoring relationships with all STM faculty, including but not limited to their assigned advisors, and are encouraged to form these relationships particularly with those faculty working in the student's area of academic or ministerial interest. STM faculty welcome the opportunity to mentor students.

All students are assigned a faculty advisor for the purpose of course selection upon entry into an STM degree program. Students are strongly encouraged to meet with their advisors once per semester to choose courses for the following semester. Consulting with the advisor ensures that when it comes time for graduation the student will have fulfilled the requirements of his or her program. Conversely, students who do not consult with advisors risk not having fulfilled their requirements and then needing to take extra courses in order to do so before they graduate.

Faculty advisors are assigned based on the student's degree program and an equitable distribution of advising among the faculty. Because advising is so important to the student's academic success, students should feel comfortable with their faculty advisors. Students who wish to change their advisor may do so by contacting the Associate Dean for Academic Affairs, requesting and giving the reason for the change, and identifying the faculty person whom the student wishes to have as his or her advisor moving forward. The Associate Dean will handle the matter in a way that is respectful to all parties.

### ***Academic Grievances***

#### ***I. Preamble***

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. Resolution of such grievances should involve all parties working cooperatively and respectfully to obtain mutually agreed solutions. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. Because the availability of evidence diminishes over time, the School of Theology and Ministry will not consider a grievance initiated after the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. Further, the School of Theology and Ministry eschews and discourages frivolous complaints.

#### ***II.***

Any student who believes he or she has a grievance should communicate with the faculty member(s) immediately involved as soon as possible after the action being grieved, but by no later than the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. If communication results



in a mutually acceptable solution, the matter shall be considered closed. If either party wishes to have a written statement of the outcome, the parties shall put the solution in writing, sign it, and each retain a copy.

**III.**

If, however, a mutually acceptable solution cannot be reached, the student may present the matter in writing in a timely manner to the chairperson of the department in which the faculty member(s) resides administratively. The written statement must clearly specify: (a) the nature of the complaint and (b) the remedy requested. The department chairperson must handle the matter in accordance with department procedures approved by the university. If there are no such procedures, the chairperson should proceed as follows:

(A) After consultation with both the student and the faculty member(s) affected, the chairperson should proceed in a timely manner either to mediate the matter personally or assign it for mediation to one or more members of the department.

(B) The chairperson or designated faculty mediator(s) shall then meet formally with the faculty member(s) involved and obtain a written answer to the grievance with a full explanation of the faculty member(s)' position. After a full investigation, the chairperson or assigned mediator(s) should meet again with the faculty member(s) and student involved, either separately, or jointly, or both, in order to work out a settlement of the problem. If the chairperson or assigned mediator(s) succeeds in resolving the grievance, he/she shall put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all parties involved in the process.

Should the chairperson or assigned mediator not obtain a resolution, the chairperson, after conducting such further proceedings as he/she may determine to be necessary or desirable in his/her sole discretion, shall prepare a written decision and provide a copy of it to the student and the faculty member(s) involved.

**IV.**

A student grievant may appeal a decision of the department or program chairperson to the Dean. The appeal must be made in writing within two weeks of the decision of the department or program chairperson and must specify clearly: (a) the nature of the grievance; (b) the remedy sought; and (c) the reason or reasons why the proposed resolution emanating from step (III) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly, to seek a timely solution to the issues. If such procedures produce an outcome mutually acceptable to the parties involved, it shall be put in writing and copies given to all of the parties.

If no such mutually acceptable outcome should be achieved, the Dean or the Dean's designees shall expeditiously gather all written statements and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the issue(s). In the event of a hearing, the faculty member(s) and student shall each be entitled to bring an advisor drawn from the Boston College community for consultative purposes only. If the above process culminates in a mutually agreeable solution, the Dean or the Dean's designee(s) must put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all of the parties.

If the Dean or the Dean's designee(s) arrives at no mutually acceptable solution, the Dean shall in a timely manner convey his/her decision and report (or the report of his/her designee(s) as applicable) to the chairperson and the parties involved. The Dean's decision shall be final.

### *Attendance*

In order to successfully complete and achieve the objectives of an STM course, students must attend the course meetings in order to engage the professor and fellow students in the teaching and learning dynamic. Students are responsible for being familiar with and following the attendance policy in the University Policies and Procedures section of this Catalog. In addition, the STM has its own attendance policy, enforced by course instructors at their discretion. Students must withdraw from a course in which they have been absent at least 30% of class meeting time. If a student with more than a 30% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

### *Audits*

Students enrolled in STM degree and certificate programs may audit courses and will be charged ½ the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses do not count toward degree programs (but may count toward certificate programs).

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for a reduced rate of \$441 per course.

The STM has a reduced audit rate of \$201 per course for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information.

Students cannot register to audit courses through their Agora accounts. Students should contact the STM Service Center or the Assistant Director for Financial Aid and Academic Services in order to register to audit a course.

### *Comprehensive and Synthesis Exams*

#### **Doctoral Students: S.T.D.**

Consult the S.T.D. Handbook for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 980 S.T.D. Specialized Research. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail (see the University Policies and Procedures section of this Catalog).

#### **Doctoral Students: Ph.D.**

Consult the Ph.D. Prospectus for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TM 999 Doctoral Continuation. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail (see the University Policies and Procedures section of this Catalog).

#### **M.Div. Students: Synthesis Exams**

Students entering fall 2012 have a choice between the established M.Div. curriculum or the curriculum that was revised and approved in spring 2012. For students choosing the revised curriculum, synthesis

exams are taken in the third (or for part-time students, the last) year of the M.Div. program. Consult the M.Div. Handbook for more information about policies and procedures for the synthesis exams.

### **Cross-Registration**

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, the Consortium, and the Graduate Consortium in Women's Studies. More information is available in the University Policies and Procedures section of this Catalog. Students can obtain a BTI cross-registration form at the STM Service Center. *Note that 50% of coursework required for a Boston College degree must be taken at Boston College.*

### **Directed Research**

Directed research may be pursued on a specialized topic not currently covered in the curriculum, depending on the availability of faculty to work with a student. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be worked out with the professor. The agreement must be put in writing on a Readings and Research form, obtainable through the STM Service Center, signed by both the student and faculty member, and approved by the Associate Dean for Academic Affairs.

### **Doctoral Candidacy and Continuation**

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

To register for doctoral continuation, Ph.D. students register for TM 999 and S.T.D. students register for TM 980.

### **Doctoral Dissertation Submission**

In order to graduate, your graduation date must match your graduation date listed in Agora. If not, you must contact STM's Assistant Director for Financial Aid and Academic Services to have this corrected. Follow the instructions below to ensure you have completed all requirements.

#### **Submitting your Ph.D. Dissertation**

Ph.D. students should consult the office or the website of the Graduate School of Arts and Sciences for further instructions on dissertation submission.

#### **Submitting your S.T.D. Dissertation**

Please review the S.T.D. Handbook for instructions on formatting your dissertation. Submit your dissertation electronically via eTD@BC. See the Help section of the University Libraries website for instructions on how to do this.

### **Enrollment Status**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### **Final Examinations**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### **Foreign Language Requirements**

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

### **Good Standing**

A student in one or both of the following situations is considered to be under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester.

If a student is under academic review at the end of a given semester, the student will be notified in writing by the Associate Dean for Academic Affairs. The student will have until the end of the following semester to bring his/her GPA up to 3.0 and to complete all incompletes. If a student does not do these things, the Associate Dean may engage the student's faculty course selection advisor, the relevant department chair, and the Associate Dean for Student Affairs in a discussion as to whether and under what conditions the student may continue in his or her degree or certificate program. At that point, the student may be dismissed from the University or given further conditions to meet in order to remain enrolled in the STM. The Associate Dean for Academic Affairs will communicate this information to the student in writing as soon as possible after the meeting.

### **Grading**

The STM follows the grading policies and grading scale set forth in the University Policies and Procedures section of this Catalog.

### **Grade Changes**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### **Graduation**

For graduation policies and procedures, please see the University Policies and Procedures section of this Catalog.

### **Incompletes**

A student may, with adequate reason and at the discretion of the instructor, take an incomplete in a course. A formal request form must be obtained at the STM Service Center and signed by the professor and the Associate Dean for Academic Affairs. For approval to be granted, a date for completion must be agreed upon between the student and the professor. Except in extraordinary cases, all such "I" grades will automatically be changed to "F" according to the following University-dictated schedule:

#### **Spring**

August 1

#### **Fall**

March 1

#### **Summer**

October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

### **Leave of Absence and Readmission After a Leave of Absence**

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program.

Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair, and the Associate Dean for Academic Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of re-admission after a leave of absence.

### ***Masters' Theses***

All M.A. and M.Ed. students are required to complete a non-credit thesis in or prior to the last semester of their programs. Students seeking more information about the thesis should obtain a Thesis Packet from the STM Service Center.

M.T.S. students have the option of using one of their electives to do a 3-credit thesis. Students seeking more information about the thesis should consult the M.T.S. Handbook and/or consult the M.T.S. Program Director. Students should be registered for TM 880 M.T.S. Thesis.

### ***Online Courses***

M.A., M.Ed., and C.A.E.S. students may take up to six credits of online courses toward their degree requirements. Hybrid courses are not included in these six credits. Other STM degree students should consult their course selection advisors and/or faculty program directors as to whether online courses would be acceptable toward their degrees.

### ***Pass/Fail***

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the STM Service Center.

- M.A., M.Ed., and C.A.E.S. students may take two courses P/F beyond those designated as such.
- M.Div. students may take no more than 18 credits on a P/F basis.
- M.T.S. students may take no more than 12 credits on a P/F basis.
- Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.
- Ph.D. students should consult the GSAS Dean's Office.

### ***Prerequisites***

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and others, the Admissions Committee may decide to recommend or require TM 731 Writing and Research for Theology and Ministry as a condition of admission into a degree or certificate program. This is a one-credit seminar that will utilize the writing a student is doing in other courses to explore various types of theological writing such as reflection papers, research papers, and more.

TM 731 is not a remedial course and is highly recommended for most students. It can be used for elective credit toward the degree by M.A. and M.Ed. students who have not been required to take it. If the student is required to take this course, however, it must be taken in addition to the credit hours required for the degree.

Four courses (12 credits) in philosophy are prerequisites for the M.Div. degree. These courses can be taken on an undergraduate or graduate level, and they can be taken Pass/Fail. For students who do not have at least 12 credits of philosophy at the time of application to the M.Div. program, these courses may be taken during the first year of the M.Div. All courses must be taken for credit and the courses themselves approved by the M.Div. program director. As prerequisites for the degree, they do not count in the 81 credits required for the M.Div.

### ***Professional Ethics in Ministry Workshop***

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for academic-year students as they begin their programs at STM. The day considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered each fall is distributed with admission materials. Students who have not fulfilled the requirement in their first semester of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

For summers-only M.A. and M.Ed. students, the material normally covered in the Professional Ethics in Ministry Workshop will be covered during the required Contextual Education course.

### ***Readmission After a Lapse in Enrollment***

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program.

Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

If a student seeks re-admission before the term limit expires, s/he must write the Associate Dean for Academic Affairs to request re-admittance before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks re-admission after the term limit has expired, the student must re-apply through the Office of Admissions. To begin this process, the student should email the Assistant Dean for Enrollment. If the student is re-admitted to the program, a decision will be made on a case-by-case basis by the Associate Dean for Academic Affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree. These decisions will be based on the criteria spelled out in the University Policies and Procedures section of this Catalog.

### ***S.T.L. Thesis Submission***

*Do not submit your dissertation online through the same process by which S.T.D. dissertations are submitted.* Before your defense, please obtain from the STM Service Center an S.T.L. Thesis Defense form. This form comes with instructions on S.T.L. thesis submission.

### ***Summer Courses***

Summer M.A., M.Ed., and C.A.E.S. students are required to complete at least 24 credit hours in summer courses of two credits each. Both academic-year and summer students in M.A. and M.Ed. programs may request to take one summer course for three credits if the extra credit is needed to complete their degree requirements. For M.A. and M.Ed. students, this three-credit option may be exercised only once during the student's degree program. (Exceptions to this policy are sometimes required for dual-degree students.)

M.A., M.Ed., and C.A.E.S. students may take only one course for credit in each two-week summer session, with the following exceptions:

- Students may take an online or evening course in place of a two-week, morning course.
- Students may enroll in Holistic Formation and/or Contextual Education in addition to three 2-credit courses
- In addition to, if applicable, Holistic Formation and Contextual Education, students with a 3.5 GPA or above may enroll in a total of nine credit hours per summer, comprised of regular summer (morning) courses, an evening course, a directed reading course, and/or an online course.

Summer students whose requirement is a total of 35 credit hours for the degree may take no more than two 3-credit courses during the academic year.

For M.A., M.Ed., C.A.E.S., and Ph.D. students taking a summer course for three credits, a three-credit form, detailing the work to be completed for the third credit and signed by both the student and the professor, must be returned to the STM Service Center by the second day of class. The Associate Dean for Academic Affairs decides on approval for all such requests. Students should assume that the request has been approved unless contacted by the Associate Dean.

For M.Div. and M.T.S. students, courses offered in semester-length mode must be taken in that mode. Summer courses cannot be used to satisfy subject area requirements for these degree programs, but, where appropriate, courses taken in the summer can be applied as electives. The student should consult the relevant program director to determine such suitability before enrolling in summer course(s). Two-credit courses taken in the summer must be counted as such; no provision will be made to convert these courses to three credits. A maximum of six (6) credits from summer courses can be applied towards an M.Div. or M.T.S. degree.

For Th.M., S.T.L., or S.T.D. students, permission of the program director is required before enrolling in summer courses. Two-credit courses cannot be applied toward these degrees.

For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in the summer language course.

### ***Time-to-Degree Completion and Extensions***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

C.A.E.S.: 5 years

S.T.L.: 4 years

S.T.D.: There is no set time limit. However, S.T.D. students must register for the 6-credit TM 980 from the time they finish their course work until they graduate.

Ph.D.: Ph.D. students should consult the GSAS office or website for time-to-degree policy. It is important to note that Ph.D. students must register for the one-credit TM 999 (Doctoral Continuation) from the time they finish their course work and until they graduate.

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally, only one extension will be granted per student. Students should send a letter by U.S. mail or email to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and department chair for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

### ***Transcripts and Transcripts/Diploma Holds***

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### ***Transfer of Credit***

STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another university or school of theology, subject to the following criteria:

- at the date of the student's graduation, his or her transfer credits may be no more than five years old;
- transfer credits must have been obtained for graduate-level course work;
- each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
- credit must not have been used in obtaining any other degree; and
- course work must be relevant to the student's degree program.

M.Div. students may transfer in 24 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

In order to transfer credits into your STM degree program, you will need to submit *three forms* to the STM Service Center:

1. **Transcript** containing the courses you wish to transfer in.



2. An up-to-date program of study/course tracking sheet indicating the courses you've taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill.
3. A completed **Transfer of Credits** form.

**Please follow these steps:**

1. Check to see if you have an up-to-date program of study/course tracking sheet. If you know that you've recently filled one out with a faculty advisor or program director, obtain a copy from that person.
  - a. If you have an updated program of study/course tracking sheet, bring it with you and continue with steps 2, 3, 5, and 6 below (skip step 4).
  - b. If you don't have an updated program of study/course tracking sheet, follow *all* steps below.
2. Stop by Admissions to print out the transcript containing the courses you want to transfer in. If they don't have the transcript on file, then contact the institution at which you took those courses and ask them to send you an official transcript.
3. Once you have the transcript, go to the Service Center and ask for a Transfer of Credit form.
4. *If you don't have an up-to-date program of study/course tracking sheet*, ask the Service Center for a blank one and fill it out using the transcript you have in hand as well as your Boston College course history, which can be accessed through one of the computers in the front of the Service Center.
5. Fill out the Transfer of Credit form.
6. Hand all three forms to the person at the front desk.

The Service Center will circulate the form to your advisor, department chair, and the Associate Dean for Academic Affairs (for Jesuit scholastics, it will also go to the director of Jesuit studies) for approval. The Associate Dean will send it on to University Student Services, who will transfer in the credits. If the courses do not show up on your Agora course history within two weeks, please contact the Associate Dean for Academic Affairs.

### Weekend Courses

In consultation with their faculty advisors, students may take these as their program permits, up to the maximum of six credits.

### Withdrawal from a Course

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### Withdrawal from Boston College

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

### Faculty

**Khaled E. Anatolios**, *Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

**John F. Baldovin, S.J.**, *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

**James T. Bretzke, S.J.**, *Professor of Moral Theology*; B.A., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)

**Francine Cardman**, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

**Richard J. Clifford, S.J.**, *Visiting Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

**James J. Conn, S.J.**, *Professor of the Practice of Canon Law and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., A.M., J.D., J.C.L., J.C.D. (Gregorian)

**Dominic F. Doyle**, *Associate Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

**Philip Endean, S.J.**, *Gasson Professor*; B.D., M.A., Th.M., D.Phil. (Oxford)

**Christopher Frechette, S.J.**, *Assistant Professor of Old Testament*; B.A., M.Div., S.T.L., Th.D. (Harvard)

**Colleen M. Griffith**, *Associate Professor of the Practice of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

**Thomas H. Groome**, *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)

**Margaret Eletta Guider, O.S.F.**, *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

**Daniel J. Harrington, S.J.**, *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; A.B., M.A., B.D., Ph.D. (Harvard)

**Philip Browning Helsel**, *Assistant Professor of Pastoral Care and Counseling*; B.A., M.Div., Ph.D. (Princeton)

**Thomas A. Kane, C.S.P.**, *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

**Melissa M. Kelley**, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

**Richard Lennan**, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

**Mark S. Massa, S.J.**, *Professor of Church History and Dean*; A.B., M.A., M.Div., S.T.L., Th.D. (Harvard)

**Catherine M. Mooney**, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

**Theresa A. O'Keefe**, *Assistant Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

**Hosffman Ospino**, *Assistant Professor of Hispanic Ministry and Religious Education*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

**Nancy Pineda-Madrid**, *Associate Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

**Jane E. Regan**, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

**John R. Sachs, S.J.**, *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

**Thomas D. Stegman, S.J.**, *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

**O. Ernesto Valiente**, *Assistant Professor of Systematic Theology*; B.A., M.Div., Ph.D. (Notre Dame)

**Andrea Vicini, S.J.**, *Associate Professor of Moral Theology*; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

**Contacts**

- General Information: 617-552-6501
- Admissions: 617-552-6535
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

**Undergraduate and Graduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**TM 351 Faith Elements in Conflicts (Spring: 3)**

**Cross listed with TH 351**

**Open to STM, GA&S and Advanced Undergrad Theology major students**

Religious differences often appear to figure into the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election, and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict and how the religious elements and loyalties relate to other interests that figure into such conflicts.

*Raymond Helmick, S.J.*

**TM 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

**Cross listed with TH 352**

**Open to STM, GA&S, and Advanced Undergrad Theology major students**

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw and has figured massively into the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*Raymond Helmick, S.J.*

**TM 569 The Crisis in Confidence in the Catholic Church (Spring: 3)**

**Cross listed with TH 519**

**Open to STM, GA&S, and Advanced Undergraduate Theology major students**

The Catholic Church, in the United States and Europe, has seen declining numbers both in regular church attendance and in clergy and religious life. Scandals have torn people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them, whether from Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

*Raymond Helmick, S.J.*

**Graduate Course Offerings**

**TM 342 Faith and Conflict: Religion and Social Change in Latin America (Fall: 3)**

*Gustavo Morello*

**TM 449 Jewish Liturgy: Its History and Theology (Fall: 3)**

**Cross listed with TH 449**

*Ruth Langer*

**TM 452 Contextual Theologies: Faith, Praxis, and Culture in Dialogue (Spring: 3)**

**Offered periodically**

For the past half century theological reflection has been uniquely enriched by the particular contributions of U.S. Hispanic, Asian-American, and African-American Catholic theologians. Their voices successfully address major traditional questions that have driven Christian theological thought (e.g., God, Jesus, Church) in light of their particular socio-cultural circumstances and the lived experience of their communities. This course introduces students to an intercultural conversation among scholars from these three groups (who together constitute the majority of Catholics in the U.S.) on key theological questions while envisioning practical implications of their theologies for the life of the Church and its educating in faith.

*Hosffman Ospino*

**TM 472 Buddhist Ethics: Ancient and Contemporary (Spring: 3)**

**Cross listed with PL 472, TH 472**

*John Makransky*

**TM 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)**

**Cross listed with HS 493, TH 485**

*Charles Gallagher*

*Ruth Langer*

**TM 501 Theological Synthesis (Spring: 3)**

**Enrollment limited. Qualified students in other programs may enroll as space allows.**

This is the second semester of the required, six-credit course for M.Div. students in their second year of residency. The course combines reading, lectures, written reports, and discussion groups on the following topics: the church—a broad examination that includes sacramentality and ministry; Christian moral life; and creation and eschatology. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor; this paper serves as the basis of a one-hour oral examination by members of the faculty.

*John Baldwin, S.J.*

**TM 505 Introduction to Catholic Social Ethics (Spring: 3)**

Often referred to as the church's "best kept secret," Catholic social teaching offers instructive principles for social engagement. An adequate understanding of the church's social tradition is particularly important for those in ministerial and teaching positions. Utilizing the key documents of Catholic social teaching, the writings of contemporary ethicists and the experiences of the Church today, this course will provide an overview of Catholic social ethics in four parts: (1) the sources of Catholic social ethics; (2) the role of the church in politics; (3) the three pillars of Catholic social ethics; and (4) eight key themes of social ethics.

*Kevin Aherm*

### TM 506 Fundamental Theology (Fall: 3)

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

*Richard Lennan*

### TM 508 Doctrine of God (Fall: 3)

Using classical authors and contemporary approaches, this course considers how the Christian experience and understanding of God can be authentically (re)interpreted in the context of religious pluralism and contemporary challenges to religious faith, including science and the "new atheism" and the problem of suffering and evil. Topics include the nature of religious experience and faith, the development of doctrine, divine agency, the relationship between religion and science, and Ignatian spirituality. Readings from Catherine LaCugna, Elizabeth Johnson, Karl Rahner, John Haught, J-B. Metz, John Paul II, Jon Sobrino, William Barry, and Roger Haight.

*Randy Sachs, S.J.*

### TM 509 Cross-Cultural Christian Ethics (Spring: 3)

**Offered periodically**

This course considers models of fundamental Christian ethics in various parts of the world in order to illustrate convergences and divergences in terms of concerns, methods employed, conclusions reached, as well as prospects for cross-cultural collaboration. Two historical novels set in Africa (Achebe) and Asia (Endo) are read, along with works on cultural anthropology (Douglas), fundamental moral theology (Bretzke), global theological hermeneutics (Schreiter), a methodological reflection on the American moral tradition (Betsworth) and the 1986 movie *Mission* will be viewed and discussed in the context of Latin America liberation theology. A small group final project is required of all.

*James Bretzke, S.J.*

### TM 510 Fundamental Moral Theology (Fall: 3)

The Course explores Catholic moral theology in its foundations, relevant sources, categories, dynamics, and methods. The topics are studied theoretically and pastorally. They include: love and justice, reason and moral character, freedom and conscience, emotions and experience, moral action and moral acts, moral truth, goodness and rightness, moral law and natural law, the development of moral norms, sin (personal and structural), conversion and reconciliation, Scripture and moral reasoning, the magisterial teaching authority in moral matters and the Catholic moral tradition, the moral person and the moral community, principles (e.g., double effect, common good) and virtues, discernment and decision-making.

*Andrea Vicini, S.J.*

### TM 513 Theological Synthesis (Fall: 3)

*Prerequisite:* Department permission required

**Qualified students in other programs may enroll as space allows.**

**Students register for TM 501 spring semester.**

This is a required six-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines. The course combines reading, lectures, written reports, and discussion

groups. Students conclude the course by writing a short synthesis of the faith in collaboration with a faculty mentor which serves as the basis of a one-hour oral examination by members of the faculty.

*Dominic Doyle*

*Ernesto Valiente*

### TM 514 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)

*Prerequisite:* No prerequisite, but TM 515 is highly recommended

**Offered periodically**

From ancient times to the present, the Book of Psalms has held a central role both in expressing and in shaping the faith experience of Jews and Christians. This course investigates the Book of Psalms with some attention to similar literary material from other OT and NT books and from other ancient Near Eastern sources. It will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will also examine how psalms function in Christian spirituality, both in the liturgy (considering the lectionary for Mass and the liturgy of the hours) and in personal prayer.

*Christopher Frechette, S.J.*

### TM 515 The Core Narrative of the Old Testament: Genesis to 2 Kings (Fall: 3)

This entry-level course focuses on the Bible's core narrative, the Pentateuch and the Deuteronomistic History (Joshua, Judges, 1 & 2 Samuel, and 1 & 2 Kings), which is presupposed for understanding much other biblical literature, including the New Testament. With current theological and pastoral issues in view, we will interpret biblical texts within the cultural, historical, literary and theological contexts from which they emerged. Geared toward the pastoral interests of students, this course presents theological material and cultivates interpretive skills in greater depth than would a typical course covering the entire Old Testament/Hebrew Bible.

*Christopher Frechette, S.J.*

### TM 527 Liturgical Preaching I (Fall: 3)

**Offered biennially**

**There will be sections with a limit of six students per section.**

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

*Thomas Kane, C.S.P.*

### TM 528 Death and Dying (Fall: 3)

The study of death and dying is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

*Melissa Kelley*

### TM 529 Ministry and Theology of the Sacrament of Reconciliation (Fall: 3)

This course treats the Roman Catholic Sacrament of Reconciliation from its historical, theological, moral, pastoral, liturgical, and canonical perspectives. The course's emphasis will be on an ongoing practicum

on confessional counseling, utilizing role playing of a variety of confessional cases and issues. Course will include discussion of moral, liturgical, and systematic theology as it relates to the Sacrament. Additional attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which surface in the celebration of the Rite of Reconciliation.

*James T. Bretzke, S.J.*

**TM 530 Contextual Education (Fall/Spring: 4)**

For academic year students, Contextual Education is a four-credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register for Contextual Education during the Fall semester of their final year but should contact the Director of Contextual Education in the prior Spring semester to set up a placement.

*Theresa O'Keefe*

**TM 531 Rites Practicum (Spring: 1)**

**WJ Req: Word and Worship: Liturgical Practice**

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

*Thomas Kane, C.S.P.*

**TM 534 The Church (Fall/Spring: 3)**

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and a theological anthropology. Specific topics for exploration include the place of the church in the Creed, the sacramentality of the church, a theology of mission, and of structure and authority. The course will also explore current issues shaping the church's life and its place in the wider culture.

*Margaret Guider, O.S.F.*

*Richard Lennan*

**TM 535 Wisdom Literature (Fall: 3)**

Wisdom literature comprises the Old Testament books of Proverbs, Job, Qoheleth (Ecclesiastes), Sirach, and the Book of Wisdom. We will read the above-named books (plus Song of Songs) and trace the further development of wisdom in the Second Temple period, the Dead Sea Scrolls, and New Testament books influenced by wisdom: the Epistle of James, the Gospel of John, and such passages referring to wisdom as Luke 7:35 and 10:21-22; Matt 11:19 and 11:25-30; Eph 3:8-10; and Col 1:15-20.

*Daniel J. Harrington, S.J.*

**TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**

*The Department*

**TM 539 Eucharistic Theology (Spring: 3)**

**WJ Req: Systematics or Word and Worship**

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the Eucharistic liturgy.

*John Baldwin, S.J.*

**TM 540 Introduction to the New Testament (Fall/Spring: 3)**

A historical introduction to the New Testament and the modern methods used to interpret it, with attention to the life settings and theologies of the New Testament authors and audiences. Thus students

will become familiar both with the content of the New Testament writings and the ways in which scholars interpret them, laying the foundation for more advanced study of New Testament texts and topics. Attention will be given to the biblical roots of Christology, ecclesiology, and Christian life/moral theology, as well as to what we can say about the earliest Christian groups that lie behind our documents.

*Christopher Matthews*

*Thomas Stegman, S.J.*

**TM 541 The Gospel of Matthew (Fall: 3)**

*Prerequisite: New Testament Intro*

A close reading of selected passages in Matthew's Gospel, along with considerations of its social setting, theological significance, and pastoral application.

*Daniel J. Harrington, S.J.*

**TM 544 Meditation, Service and Social Action (Spring: 3)**

**Cross listed with TH 527**

**WJ Req: Pastoral Studies**

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience. This is brought into conversation with weekly readings in Martin Luther King, Jr., Mohandas Gandhi, Thich Nhat Hanh, Michael Himes, Thomas Merton, Ram Dass and other social activists.

*John Makransky*

**TM 546 Christology (Fall: 3)**

This course undertakes an introductory critical reflection on the confession that Jesus is the Christ and examines its relevance for Christian praxis today. We will consider the New Testament interpretations of Jesus' life and ministry and trace the historical development of christological doctrine. We will then consider the intersection between Christology and soteriology; how does Jesus save us? The course will conclude by looking at contemporary interpretations of Christ through the lens of social and cultural realities (suffering, injustice, historical consciousness, and religious pluralism) that enhance and sometimes challenge our understanding of Jesus Christ.

*Ernesto Valiente*

**TM 547 Apocalyptic Literature (Spring: 3)**

After treating some general questions concerning apocalyptic, the course will focus on pertinent texts, especially the books of Daniel and Revelation.

*Daniel Harrington, S.J.*

**TM 550 History of Western Christianity I: 100-850 (Fall: 3)**

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

*Francine Cardman*

**TM 551 History of Western Christianity II: 850-1650 (Spring: 3)**

**WJ Req: Church History**

A general survey of Western Christianity, with special emphasis on institutional, cultural, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today.



Topics include monasticism, papal politics and religious leadership, lay apostolic movements (e.g. beguines), heresies and inquisitions, scholasticism, prominent saints and their contributions (e.g. Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in the church, mysticism, the Protestant Reformation, church councils (e.g. Trent), missions to lands outside Europe, and early modern Catholicism.

*Catherine M. Mooney*

### **TM 553 Foundations in Prison Ministry (Spring: 3)**

Dostoevsky wrote: "The degree of civilization in a society can be judged by entering its prisons." Today, with nearly two million men and women in American prisons, we lead the world in incarcerating our citizens. This course will introduce students to the specialized skills needed for effective prison ministry. It will combine classroom study with in-prison ministerial experience and theological reflection. The goal is to form future jail and prison ministers for leadership and advocacy for a more humane approach to criminal justice.

*Brad Brockmann*

### **TM 560 Critical Contemporary Ethical Issues: Cultivating the Common Ground (Spring: 3)**

**Offered periodically**

This course considers contested ethical issues from Catholic, ecumenical and cross-cultural perspectives seeking to foster development of a common ground approach that transcends the religious, cultural, political and ideological divisions that often mark these debates. The course employs the "Moral Triangle" method of analysis which probes the debates in terms of Issues (including assumptions and morally relevant features), Judgments (including truth claims and moral principles) and Applications (including goals and strategies). Issues treated come biomedical ethics (including genetics and end-of-life issues), sexual ethics (including gender and reproductive issues), abortion, Scripture and ethics, faith and politics, inculturation and cross-cultural ethics.

*James T. Bretzke, S.J.*

### **TM 564 Root, Rite and Reason: Understanding Sacraments/Church (Fall: 3)**

*Liam Bergin*

### **TM 566 Using the Arts/Media in Teaching and Praying (Fall: 3)**

**Offered periodically**

This course is designed for future teachers and ministers who wish to explore creative pedagogical methods in the classroom and in their own life. This experiential course aims to explore how the arts/media can enhance our lives and our teaching, and be an aid for contemplation and prayer. We will examine how various arts/media operate and their application for teaching and worship. The course will be divided thematically into various parts: visual arts, drama and ritual, and movement. There will be field trips to local art institutions, including the Museum of Fine Arts. Limited to ten students.

*Thomas A. Kane, C.S.P.*

### **TM 573 Intermediate Greek (Fall/Spring: 3)**

*Prerequisite:* A minimum of one year of basic Greek

A two-semester course of readings from the New Testament and the Septuagint. Three credits will be awarded in the second semester.

*Daniel J. Harrington, S.J.*

### **TM 581 Christian Ethics and Social Issues (Fall: 3)**

*David Hollenbach*

### **TM 604 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)**

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work, and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

*Theresa O'Keefe*

### **TM 608 1 Corinthians (Fall: 3)**

**Offered periodically**

**WJ Req: New Testament**

A close reading of 1 Corinthians with attention to its historical and social setting, its rhetorical structure, and its theological and ecclesiological significance for our understanding of Paul's thought and practice, and the history of early Christianity. Thus the course will consist of a thorough survey of the structure, content, and key themes (e.g., Christology, ecclesiology, eschatology, ethics, resurrection, role of women) of Paul's epistle based primarily upon an exegetical analysis of the text with attention to current discussion in the scholarly literature.

*Christopher Matthews*

### **TM 612 The Apostle Paul (Spring: 3)**

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.

*Thomas Stegman, S.J.*

### **TM 618 Theology of the Spiritual Exercises of Ignatius Loyola (Fall: 3)** **Limited to 15 students**

The theology underlying the Exercises is both familiar and foreign to us today. This advanced seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom. Intended for advanced students with a basic familiarity of the Spiritual Exercises. Authors include Michael Ivens, William Barry, Karl Rahner, John Macmurray, Roger Haight and William Lynch.

*Randy Sachs, S.J.*

### **TM 624 Ignatian Spirituality: Foundations and Traditions (Spring: 3)**

"Ignatian spirituality" takes its name from Saint Ignatius of Loyola, founder of the Society of Jesus (Jesuits). This course surveys the origins and traditions of Ignatian spirituality beginning with an exploration of foundational works by Ignatius, including the Spiritual Exercises, his Autobiography, Spiritual Diary, and selected Letters. We then examine the traditions, principles, and diverse applications of Ignatian spirituality as they are expressed in the lives and writings of Jesuits and other men and women (e.g. Francis Xavier, Mary Ward, Gerard Manley Hopkins, Pedro Arrupe, Dean Brackley, Margaret Silf).

*Catherine M. Mooney*

### **TM 625 John: Gospel and Letters (Fall: 3)**

A close exegetical analysis of John's Gospel and the three Johannine epistles, with special attention paid to Christology and Christian community.

*Thomas Stegman, S.J.*

**TM 629 MTS Reflection Paper (Fall/Spring: 0)**

*Richard Lennan*

**TM 630 Gospel of Mark (Spring: 3)**

A close exegetical analysis of Mark's Gospel, with particular attention to Markan literary devices and to his portrayal of Jesus Christ, discipleship, and suffering.

*Thomas Stegman, S.J.*

**TM 633 African Business (Spring: 3)**

Introduction to the exciting current state of business, politics, and social interactions in Africa. For the first time since wide-spread African political independence more than one half century ago, economic independence is beginning to assert itself on the continent. The purpose of this course will be to trace the progress being made throughout Africa for it to take its place among world-wide, self sufficient economies with sophisticated infrastructure, innovative industries, stable political systems, and a developing export sector.

*Frank J. Parker, S.J.*

**TM 634 Spiritual Sources of Catholic Education and Catechesis (Spring: 3)**

**Cross listed with ED 734, TH 734**

**The course is open to Catholic school teachers and administrators, religious educators, and anyone interested in learning more about the spiritual roots of Catholic education.**

Catholic education and catechesis are rooted in particular appropriations of the Christian faith articulated as schools of spirituality. From these appropriations emerge commitments to specific charisms and pedagogical practices. It is imperative that Catholic educational efforts continue to affirm the spiritual legacies that have sustained schools, missions, and parochial programs throughout history. In this course we read some foundational texts of major schools of spirituality and explore how they have inspired life-giving philosophies of Catholic education. The guiding principle throughout the course is that a good philosophy of Catholic education and catechesis is always sustained by a deep spirituality.

*Hosffman Ospino*

**TM 636 Introduction to Liturgy (Fall: 3)**

This course is an introduction to the major issues in liturgical theology, the rites of the Catholic Church and fundamental issues, e.g., music, environment, and language.

*John Baldwin, S.J.*

**TM 641 The Prophets (Fall: 3)**

*Prerequisite:* There are no prerequisites, though a prior course in Old and New Testaments are desirable.

A survey of the Old Testament prophets, including their ancient Near Eastern antecedents and influence in Early Judaism and the New Testament. The course will concentrate on the "writing prophets" from the eighth to the sixth century. The method will be lecture, group discussion, and analysis of key texts. Some attention will be given to the contemporary meaning of the prophets and their relevance to Christian preaching.

*Richard Clifford, S.J.*

**TM 644 Theological Foundations in Practical Perspective (Fall/Spring: 3)**

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in Co-Workers in the Vineyard of the Lord, e.g. the cultural

context in which we do theology, God, being human, Jesus, reign of God, Church. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Colleen Griffith*

*Barbara Radtke*

**TM 646 Ecclesial Ministry (Fall: 3)**

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry as well as the implications of ministry for the faith and practice of the minister.

*John Baldwin, S.J.*

**TM 647 Sacraments in the Life of the Church (Spring: 3)**

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation, and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation; Marriage and Holy Orders.

*Barbara Radtke*

**TM 649 The Environment and Sustainability (Spring: 3)**

**Cross listed with MJ 647**

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law, and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

*Frank J. Parker, S.J.*

**TM 653 Nonprofits and Their Real Estate (Spring: 3)**

**Cross listed with MJ 651**

**Attendance is mandatory unless absence is excused in advance.**

This course will examine the astonishing multiplication of non-profit corporations throughout the American economy. Attention also will be paid to the similar rise in governmental entities: federal, state, and local. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

*Frank J. Parker, S.J.*

**TM 654 The Canon Law of Marriage and the Sacraments (Spring: 3)**  
**Offered periodically**

This course will meet every other week according to a schedule to be determined later.

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful, and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

*James J. Conn, S.J.*

**TM 655 Jesuit and Ignatian Spiritual Reading: A Critical Introduction (Fall: 3)**  
**Offered periodically**

An introduction to the Ignatian and Jesuit spiritual heritage, and to its hermeneutics. We will look at the tradition's development from its Ignatian origins in early modernity, through its institutionalization in the late sixteenth century, its suppression during the Enlightenment and its restoration in the nineteenth century. We will trace the history of engagement with the early sources beginning with the publication of the *Monumenta* in the 1890s, with special reference to Joseph de Guibert and the changes in sensibility associated with Vatican II and the long 1960s. Open to all who have some serious acquaintance with the Spiritual Exercises.

*Philip Endean, S.J.*

**TM 658 The Theological Virtues (Spring: 3)**

**Offered periodically**

The Church is often described as a community of faith, hope, and love. This course explores how some Christian thinkers have understood these central theological virtues. After considering New Testament sources, we will examine the following periods and thinkers: patristic (e.g. Augustine), medieval (Aquinas), reformation (Calvin), early modern (John of the Cross), and modern (Rahner, Lonergan, liberation theology). While special attention will be paid to the systematic thought of Aquinas, the goal of this course is to present a broad range of thinkers so that students can articulate their own account of these characteristic marks of Christian life.

*Dominic Doyle*

**TM 659 Classics of Christian Spirituality: 1100-Present (Fall: 3)**

*Prerequisite:* Course in medieval or modern church history recommended but not required

Through careful reading of representative texts from the period, the course will explore the variety of experiences and expressions of Christian spirituality from about 1100 to the present. Spiritual movements and schools of spirituality include, e.g., monastic, Franciscan, mystical, Protestant, Ignatian, liberationist, feminist, and lay. Class sessions: presentations and, especially, focused discussion of texts by, e.g., Bernard of Clairvaux, Francis of Assisi, Meister Eckhart, Catherine of Siena, Julian of Norwich, Luther, Teresa of Avila, Ignatius of Loyola, Teilhard de Chardin, Flannery O'Connor, Thomas Merton, Dorothy Day, and Anthony de Mello.

*Catherine Mooney*

**TM 663 A Survey of Canon Law (Fall: 3)**

This course will meet every other week according to a schedule to be published later.

An introductory survey of the canon law of the Catholic Church through an examination of the Code of Canon Law. Special attention is given to the rights and obligations of all the Christian faithful and of various groups within the Church (laity, clerics, consecrated persons) and to the universal and local ecclesial structures that foster and protect them. Parochial, educational and ecumenical issues are given due consideration. Generally not included are sacramental and marriage topics dealt with in TM 654.

*James J. Conn, S.J.*

**TM 666 Catholics and American Culture (Fall: 3)**

**Offered periodically**

This course examines the interaction between Catholic theology, liturgical practice, and intellectual traditions with American mainstream culture. Using demographic, sociological, and theological resources, it will examine a series of specific issues: passing on the faith to younger generations, Catholic "market share" in the ecology of American denominations, the tradition of neo-Thomism, etc.

*Mark Massa, S.J.*

**TM 673 Seminar: The Cross in Christian Salvation (Fall: 3)**

This seminar will deal with the question of the salvific meaning of Christ's suffering and death on the cross, as interpreted by major figures in the Christian tradition (including Irenaeus, Athanasius, Anselm, Aquinas, Palamas) and in modern theology (including von Balthasar, liberation theology, feminist theology, Eastern Orthodoxy, and René Girard).

*Khaled Anatolios*

**TM 674 Introduction to Latin I (Fall: 3)**

This elementary course in Latin presumes no prior study of the language. Basic principles of Latin phonology, morphology and syntax will be treated in the weekly classes and reinforced by regular homework exercises and their review in class. Emphasis will be placed on the vocabulary that is proper to the various theological disciplines. This course is highly intensive and requires significant weekly work and a fair measure of independent learning.

*James Conn, S.J.*

**TM 675 Introduction to Latin II (Spring: 3)**

**Fulfills the Latin requirement for the S.T.L. degree**

This is the second part of the Introduction to Latin course offered in the STM. Its objective is to enable the students to read theological, liturgical, biblical (Vulgate), and canonical texts with the help of a lexicon. It begins with unit 20 of *A Primer of Ecclesiastical Latin* by John F. Collins and completes the study of the textbook. The course presumes some previous study of Latin.

*James Conn, S.J.*

**TM 681 Patristic and Medieval Trinitarian Theology (Spring: 3)**

**Offered periodically**

This course will investigate the principal debates and achievements in Trinitarian theology in the patristic and medieval periods, with a particular focus on the Trinitarian theologies of Athanasius, the Cappadocians, and Augustine in the patristic period, and of Richard of

St. Victor, Bonaventure, and Thomas Aquinas in the medieval period. The course will involve close reading of primary texts in their original languages as well as in English translation.

*Khaled Anatolios*

*Boyd Coolman*

**TM 685 Professional Ministry Practicum (Fall/Spring: 6)**

*Prerequisite:* Students must meet with the professor before registering for this course

**Offered biennially**

**This practicum is by permission of the instructor. Students should meet with the instructor early in their degree programs to allow sufficient time to plan an approved practicum experience.**

The professional ministry practicum provides students with an opportunity to integrate the study of theology and ministry with the exercise of an ecclesial or institutional identity as a professional minister. The practicum offers a rare and invaluable opportunity to deepen one's ministerial identity and competency under the supervision of an experienced mentor. The course component offers opportunity for careful reflection on the ministry experience with peers.

*Melissa Kelley*

**TM 699 Directed Reading (Fall/Spring: 3)**

*The Department*

**TM 700 Adult Believers in a Postmodern Context (Fall: 3)**

What are the dynamics that make adults ready and able to live effectively as people of faith in our contemporary postmodern context? What does it mean to be a believer in such a context and how are adults supported in the maturity of faith? Theology, psychology, and education theory all have a contribution to make in addressing these questions. Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.

*Jane Regan*

**TM 708 Seminar: Depictions of God in the Bible (Fall: 3)**

*Prerequisite:* Three courses in critical biblical exegesis, with at least one each in OT and NT

For readers immersed in contemporary culture, many passages of the Old Testament might seem to portray the God of Israel in bizarre, perplexing, and even scandalous ways, e.g., depictions of God as being enraged, inflicting sickness, or commanding child sacrifice or the slaughter of cities. This seminar investigates an array of depictions of God preserved in variety of biblical books. We will seek to understand how these depictions functioned in their ancient cultural contexts and to draw implications for a fundamental pastoral task, that of facilitating an encounter with God amid the ordinariness of life with all its paradoxes.

*Christopher Frechette, S.J.*

**TM 712 Seminar: Karl Rahner (Spring: 3)**

**Offered periodically**

**Limited to 15 students**

This advanced seminar will explore the methodology and central themes of Rahner's theology principally through detailed analysis and discussion of key essays in Theological Investigations. Intended for students with basic familiarity with Rahner's work. Essays will be chosen on the basis of the particular interests of the participants at the first meeting of the seminar.

*Randy Sachs, S.J.*

**TM 713 Jesus and Paul and Virtue Ethics (Spring: 3)**

**Offered periodically**

An examination of select texts in John's Gospel, 1-3 John, and Revelation with a focus on their possible contributions to virtue ethics and issues in moral theology today.

*Daniel Harrington, S.J.*

*James Keenan, S.J.*

**TM 716 Seminar: Thomas Aquinas on God (Fall: 3)**

A close reading and systematic examination of Aquinas' doctrine of God in the prima pars of the Summa theologiae. Concurrent readings from other parts of the Summa theologiae and from other texts of St. Thomas will also be used. In addition, modern interpretations and criticisms will accompany each week's reading from Aquinas. This seminar is an advanced course intended primarily for students in doctoral, STL, and ThM programs, as well as senior M.Div. and MTS students preparing for further research.

*Dominic Doyle*

**TM 717 Education of Christians: Past, Present, and Future (Spring: 3)**

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church, and of Western education.

*Thomas Groome*

**TM 718 Seminar: Early Christian Ethics (Fall: 3)**

*Prerequisites:* Early church history and moral theology

An examination of major ethical themes and issues in early Christian life from the second through the sixth centuries (Apostolic Fathers through Gregory the Great). The goal of the seminar is to explore the range of approaches and sources for Christian ethics in this period through extensive reading and discussion of primary sources (homilies, letters, apologetic writings, ethical and theological treatises) and through seminar presentations. A final research paper allows for in-depth work on a particular figure or topic.

*Francine Cardman*

**TM 726 Seminar: Magisterium and Contemporary Moral Debates (Fall: 3)**

**Offered periodically**

This seminar considers the Magisterium's office to teach authoritatively in matters relating to faith and morals in reference to the charism's theological foundations and its development in contemporary moral debates. Using the traditional methodological models of a status quaestionis (state of the question) and/or quaestio disputata (disputed question) the seminar will then turn to a consideration of selected contemporary moral debates selected by the class, especially in the areas of bioethics, health care and end-of-life issues, reproductive technologies, and some questions related to sexual and marital ethics.

*James Bretzke, S.J.*

**TM 730 Holistic Formation for the Practice of Ministry (Fall/Spring: 1)**

**Holistic Formation meets for the first time the week of September 17, 2012.**

**Graded on pass/fail basis**

**One credit awarded for the spring semester**

This two semester program, a requirement for first year M.A. in Pastoral Ministry and Master of Education students, cultivates practices for integrating faith, life, and ministry through prayer and reflection



## THEOLOGY AND MINISTRY

on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program.

*Barbara Quinn, RSCJ*

**TM 731 Writing and Research for Theology and Ministry (Fall: 1)**  
**Offered biennially**

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial, and wider social worlds in its diverse modes of communication, this course imagines writing, research, and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection, and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement, and reflection.

*Lucretia Yaghjian*

**TM 733 Seminar: Three Doctors of the Church: Catherine of Siena, Teresa of Avila, and Therese of Lisieux (Fall: 3)**

**Offered periodically**

Just three women have been designated Doctors of the Church. They were, variously, church reformers, subjects of inquisitions, founders of religious movements, counselors to prelates, spiritual directors, theologians, visionaries, mystics, religious nun or laywoman. We will examine how world events, ecclesiastical politics, and theological currents shaped and were shaped by their contributions. The course will examine their writings; how each woman understood herself, the Church, and Christian life in their respective eras; how their contemporaries understood or misunderstood them; what motivated twentieth-century popes to declare them Doctors of the Church; and what they have to teach us today.

*Catherine Mooney*

**TM 747 Seminar: Body, Gender, Sexuality: Augustine and the Cappadocians (Spring: 3)**

*Prerequisites:* Previous course in early church history or theology and in systematic theology or ethics.

**Offered periodically**

**Permission required; enrollment limited to 14**

The seminar will explore inter-related aspects of body, gender, and sexuality in the theology, ethics, and preaching of Augustine, Basil of Caesarea, Gregory of Nyssa, and (though not a Cappadocian) John Chrysostom on some points. Major topics include: creation and the body; Eve/woman as helpmate; gender complementarity; sin and sexuality; marriage and procreation; virginity and continence; the debate over marriage. Sources include commentaries on Genesis 1-3, theological and ascetical treatises, sermons, and letters.

*Francine Cardman*

**TM 748 Introduction to Pastoral Care and Counseling: A Narrative Approach (Fall/Spring: 3)**

**Offered biennially**

In this introduction to pastoral care and counseling, you will reflect on the discipline as a charism for the whole people of God that can be practiced in empowering and teachable ways. Focusing on how people shape their lives through stories, you will explore congregational and personal family systems and self care practices. Particular topics to

be addressed will be family counseling, violence, crisis ministry, depression, substance abuse, and boundaries in ministry. You will explore the theological horizons of pastoral care and counseling, including the interface between counseling ministry, sacramental ministry, and Ignatian spirituality.

*Philip Browning Helsel*

**TM 749 Trauma and Addiction (Fall: 3)**

This course will explore recent research on the relationship between trauma and theology, describing both the effects of trauma—including symptoms such as addiction—and its theological and spiritual consequences. A central thesis of the course is that trauma interferes with both personal and communal memory. Students will review several approaches to trauma therapy, including those that help a person recover memory in a safe atmosphere—specifically using guided imagery—and surround that survivor with a community of memory. Attention will be given to healing both survivors and perpetrators and particularly addressing systems that attempt to silence trauma survivors.

*Philip Browning Helsel*

**TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 6)**

*Prerequisite:* An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.

**Graded pass/fail**

This practicum is a two-semester, six-credit course in which students direct 3 to 5 persons, receive supervision, and attend a three-hour seminar every week. Assigned readings, verbatims, and two term papers are part of the course.

*Ellen Keane*

**TM 754 Theology of Culture (Spring: 3)**

**Offered periodically**

This course explores the relationship between theology and culture through the following questions: How do particular cultures shape Christian faith? How has the Church, for better or worse, changed (or failed to change) the various cultures into which it has been received? How are rapid advances in technology shaping culture and how should the Church respond? How do theologians navigate between their local context and global economic realities that influence all locales? How does the study of culture, which integrates the various branches of inquiry into human meaning, challenge and invigorate theological reflection?

*Dominic Doyle*

**TM 755 Women in Ministry (Spring: 3)**

**Offered periodically**

This course aims to help women develop their understanding of the practice and theology of ministry by taking experiences of ministry with and by women as a starting point for reflection. Developing feminist process is also a goal of the course. Part of the syllabus will be determined on the basis of participants' interests and goals; there will be opportunities to share leadership of class sessions. Resources from feminist theology, spirituality, theory, and ethics will inform the work of the course, along with church documents and sources from the social sciences.

*Francine Cardman*

**TM 767 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3)**

Catholicism in the United States is presently shaped by rich cultural traditions that demand creative approaches to ministry in

the midst of diversity. Nearly 45% of all Catholics in the country are Hispanic, 40% Euro-American, 4% Asian-American, 3.7% African-American, among others. Students in this course explore key questions and discuss ministerial strategies that will help them develop cultural competencies for effective ministry today. The course builds on the U.S. Latino/a Catholic experience as a case study while addressing core issues in ministry that affect everyone in the Church. Ecumenical and international perspectives are welcomed into this conversation.

*Hosffman Ospino*

**TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)**

*Prerequisite:* Completion of the Professional Ministry Practicum

The Advanced Professional Ministry Practicum provides advanced M.Div. or Th.M. students with opportunities for exercising ministerial leadership in settings requiring both advanced ministerial experience and professional expertise in a field other than theology. The aim is to conjoin expertise in another professional field (e.g., health care, law, economics, social work, education, international affairs, etc.) with the practice of ministry. The student is mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

*Melissa Kelley*

**TM 787 Diaconate Practicum (Fall/Spring: 3)**

*Prerequisite:* Completion of the Professional Ministry Practicum

The Diaconate Practicum provides advanced M.Div. or Th.M. students with opportunities for ministering as a deacon in parish settings while being mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

*Melissa Kelley*

**TM 791 Spirituality and Justice: Twentieth Century Writings (Spring: 3)**

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

*Colleen Griffith*

**TM 799 Advanced Directed Reading (Fall/Spring: 3)**

*The Department*

**TM 801 Mariology (Fall: 3)**

**Offered periodically**

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches around the world? Mindful of this question, the course surveys the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry (dogmatic, historical, social scientific, aesthetic). Conscious of the interactive dynamics of religion, culture, politics and social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. The course also explores the significance of Marian art, music, literature, film and sites of pilgrimage for spirituality and theological imagination.

*Margaret Guider*

**TM 802 Seminar: Theology, Education and Liberation (Spring: 3)**

What does it mean to “teach as Jesus taught,” especially in situations where human dignity is threatened and compromised by vulnerability, catastrophe, terror, uncertainty, and misery? Using the writings of Brazilian theorist Paulo Freire as a point of reference for theological inquiry and critical reflection, this course sets Freire’s insights in conversation with those of contemporary biblical scholars, theologians, educators and philosophers who believe “another world is possible.” The course examines the interconnectedness of love, hope, faith, freedom, wonder, dialogue and moral agency in promoting the Gospel of life and counteracting the “culture of death.”

*Margaret Guider, O.S.F.*

**TM 806 Identity: From Discovery to Integration (Spring: 3)**

*Prerequisites:* Prior coursework in youth and young adult ministry and/or developmental theory and permission required.

The intent of this course is to consider the process of identity formation in adolescents and young adults. Recognizing that the need to form personal identity only comes to the fore in adolescence and is refined and integrated throughout adulthood, this course will examine the questions and concerns that surround that discovery and integration process. Rather than posit an “answer,” participants in this course will pursue the question: how might we attend ministerially to young people growing through this process? It will be conducted in seminar format, whereby participants will be responsible for conducting topic discussions for the class.

*Theresa O’Keefe*

**TM 811 Development of Christological Doctrine (Spring: 3)**

Jesus’ question to his disciples, “Who do you say that I am?” (Mk 8:29) received a definitive response in Church doctrine only through a long and tumultuous process of development. In seeking to formulate our own responses to this question, we need to appropriate the contents of this process. The project of this course is to integrate contemporary questions with those that generated the development of christological doctrine so that we may delve deeper into the mystery of the human-divine identity of Jesus Christ.

*Khaled Anatolios*

**TM 813 Theological Bioethics: From the Basics to the Future (Spring: 3)**

The Course addresses, first, the basics issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal diagnosis, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), sustainability, and the end of human life (palliative care, vegetative state, euthanasia). Second, it discusses the bioethical concerns raised by developing biotechnologies (e.g., neurosciences, oncofertility, nanotechnology, cyborg technologies). By studying the current theological debate and the Catholic Magisterium, principles and theories will be highlighted aiming at supporting personal decision-making and pastoral service.

*Andrea Vicini, S.J.*

**TM 815 Theological Anthropology (Spring: 3)**

**Offered periodically**

What is the Christian vision of humanity? This course examines key aspects of human life in the light of Christian revelation including: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and

sexuality; community; and Ignatian spirituality. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Mary Aquin O'Neill, David Kelsey, Roger Haight, Michelle Gonzalez and others.

*Randy Sachs, S.J.*

### **TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of "sharing faith."

*Thomas Groome*

### **TM 817 Global Health and Theological Ethics (Fall: 3)**

**Offered periodically**

The Course engages theological ethics in promoting global health as an urgent good and right that is integral to a vision of just society. Global health challenges (from HIV/AIDS to poverty and underdevelopment) are studied by highlighting international examples (from Asia, Africa, and the Americas) that help to identify the theological agenda and to implement it. Public health concerns and universal health coverage are part of this agenda worldwide. The course's theological analyses and proposals rely on Catholic and Protestant insights (from social doctrine to philosophical and theological bioethical discourse).

*Andrea Vicini, S.J.*

### **TM 818 M.Div. Professional Development Seminar (Spring: 1)**

*Margaret Guider, O.S.F.*

### **TM 819 Integrating Faith, Counseling and Service of Justice (Spring: 3)**

What are the spiritual and theological resources that energize persons to serve in ministries of personal and social justice? How does a vocation of care unite diverse fields such as pastoral ministry, social work, and counseling? In this advanced course in pastoral care and counseling you will explore these questions by examining the implicit theological and spiritual components, histories and themes, of the psychotherapeutic "schools." This course help you access resources to support your own vocation as a person who gives care and seeks justice.

*Philip Browning Helsel*

### **TM 821 Grief and the Bible (Spring: 3)**

**Graduate students only**

**Maximum 24 students**

**Fulfills M.T.S. Bible Core and M.Div. OT Core**

Grief, a universal and timeless human experience, is the response to painful loss. This interdisciplinary course will consider the grief experience in light of both biblical and pastoral studies. We will bring consideration of the interpretation of biblical texts into conversation with critical aspects of grief, including attachment and separation, narrative disruption, and meaning-making after loss and trauma. We will consider how engagement with biblical texts within communities of faith might serve specific sacramental and pastoral purposes, including: to articulate and to hold the human experience of loss and grief; and to enable transformative and healing encounters with God.

*Christopher Frechette, S.J.*

*Melissa Kelley*

### **TM 822 Human Genetics and Biotechnologies: Challenges for Theological Ethics (Spring: 3)**

**Offered periodically**

The course examines, first, the ethical issues raised by human genetics. It focuses on: genetic information, testing, screening, therapy, pharmacogenomics, and enhancement. Second, it studies new biotechnologies that rely on genetics (synthetic biology and regenerative medicine). Third, it discusses current biotechnological developments in neurosciences, oncofertility, nanotechnology, cyborg technologies, and artificial intelligence. In dialogue with philosophers and theologians, the proposed theological approach addresses the ethical issues that surface in research, in clinical practice, and in pastoral settings.

*Andrea Vicini, S.J.*

### **TM 823 Seminar: Jesuits and Theology (Spring: 3)**

**Offered periodically**

Starting from two conceptions of "Jesuit theology" put forward by Avery Dulles and Christophe Théobald, this seminar will take as primary texts a wide-ranging selection from Jesuit theologians (dogmatic and moral) from the sixteenth century onwards, supported as appropriate by materials conventionally studied under the heading of Ignatian and Jesuit spirituality. The aim will be for the group to explore together what it might mean to do theology at once in the modern academy and in the Jesuit/Ignatian tradition.

*Philip Endean, S.J.*

### **TM 826 Introduction to the Old Testament (Spring: 3)**

An introduction to the entire Old Testament according to the Roman Canon through a combination of lectures, assigned readings, and sections. Certain books will be highlighted because of their importance or representative character: Genesis, Exodus, Deuteronomy, Job, Psalms, and Isaiah.

*Richard J. Clifford, S.J.*

### **TM 840 Master of Divinity Closure Seminar (Spring: 3)**

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work, and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program.

*Thomas Kane, C.S.P.*

### **TM 854 Catholic Higher Education (Spring: 3)**

**Cross listed with ED 854**

This course will offer an historical overview, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education, particularly in the U.S., and its relationship with the Church and society. This course will also engage students in an analysis of contemporary issues facing Catholic higher education, particularly faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

*Michael James*

### **TM 857 Legal Aspects of Real Estate (Spring: 3)**

**Cross listed with MJ 857**

**Not open to undergraduates**

**Attendance is mandatory unless absence is excused in advance.**

This team-taught course will emphasize current contested areas in real estate development practice. Subjects in commercial practice, such

as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, zoning, and sustainability and the like, will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects.

*Frank J. Parker, S.J.*

**TM 867 Violence and Forgiveness (Spring: 3)**

*John McDargh*

**TM 868 Religion and Higher Education (Fall: 3)**

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; and modernism, post-modernism, post-secularism, and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning.

*Michael James*

**TM 880 M.T.S. Thesis (Fall/Spring: 6)**

*Dominic Doyle*

**TM 881 Th.M. Thesis (Fall/Spring: 6)**

*Thomas Kane, C.S.P.*

**TM 882 Psychotherapy and Spirituality (Fall: 3)**

**Cross listed with TH 880**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practices of clinical psychotherapy and pastoral counseling and spiritual direction.

*Harry John McDargh*

**TM 888 Masters Interim Study (Fall/Spring: 0)**

*The Department*

**TM 920 Ph.D. Comprehensive Examinations (Fall/Spring: 0)**

*The Department*

**TM 980 S.T.D. Specialized Research (Fall/Spring: 6)**

*Randy Sachs, S.J.*

**TM 985 S.T.L. Thesis (Fall/Spring: 9)**

*Thomas Stegman, S.J.*

**TM 990 S.T.L. Continuation (Fall/Spring: 0)**

**Offered biennially**

*The Department*

**TM 999 Ph.D. Continuation (Fall/Spring: 1)**

*The Department*



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## ***ACADEMIC CALENDAR 2012–2013***

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### **FALL SEMESTER 2012**

August 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for August 2012 graduation
August 27	Monday	Classes begin for all Law students
August 27	Monday	Classes begin for first-year, full-time M.B.A. students only
September 3	Monday	Labor Day—No classes
September 4	Tuesday	Classes begin
September 12	Wednesday	Last date for graduate students to drop/add online
September 12	Wednesday	Last date for all students who plan to graduate in December 2012 to verify their diploma names online
September 15	Saturday	Mass at Fenway Park for the Sesquicentennial Year celebration. (This will substitute for the Mass of the Holy Spirit originally scheduled for September 13.)
October 8	Monday	Columbus Day—No classes
November 8	Thursday	Graduate/CASU registration period for spring 2013 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 3	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2012 graduation
December 13 to December 20	Thursday to Thursday	Term Examinations—Posted grades (non-Law) available online

### **SPRING SEMESTER 2013**

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day—No classes
January 23	Wednesday	Last date for graduate students to drop/add online
January 23	Wednesday	Last date for all students who plan to graduate in May 2013 to verify their diploma names online
March 4 to March 8	Monday to Friday	Spring Vacation
March 28 to April 1	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 2	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2013 graduation
April 10	Wednesday	Graduate/CASU registration period for fall and summer 2013 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Wednesday	Last date for all students who plan to graduate in August 2013 to verify their diploma names online
May 7 to May 14	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 20	Monday	Commencement
May 24	Friday	Law School Commencement

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Billy Soo, Chairperson ..... Fulton 520

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Graduate School of Arts and Sciences ..... Gasson 108

Carroll School of Management,

Graduate Programs ..... Fulton 315

Connell School of Nursing,

Graduate Programs ..... Cushing 202

Graduate School of Social Work..... McGuinn 221

Law School ..... Stuart M302

Lynch School of Education,

Graduate Programs ..... Campion 135

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Woods College of Advancing Studies

—Undergraduate and Graduate..... McGuinn 100

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Thomas Chiles, Chairperson ..... Higgins 355

**Business Law**

Christine O'Brien, Chairperson ..... Fulton 420

**Campus Ministry**

Fr. Tony Penna, Director..... McElroy 233

**Career Center**

Theresa Harrigan, Director ..... Southwell Hall,  
38 Commonwealth Avenue

**Chemistry**

Amir Hoveyda, Chairperson..... Merkert 125

**Classical Studies**

Charles F. Ahern, Jr., Chairperson ..... Carney 123

**Communication**

Lisa M. Cuklanz, Chairperson..... Maloney, Fifth Floor

**Computer Science**

Edward Sciore, Chairperson ..... Maloney 559

**Connors Family Learning Center**

Suzanne Barrett, Director..... O'Neill 200

**Counseling Services**

Thomas P. McGuinness,

Associate Vice President ..... Gasson 001

**Earth and Environmental Sciences**

Gail Kineke, Chairperson ..... Devlin 322A

**Economics**

Donald Cox, Chairperson ..... Maloney 489

**Education, Lynch School of**

Maureen Kenny, Interim Dean ..... Campion 101

Audrey Friedman, Assistant Dean,

Undergraduate Students..... Campion 118

Mary Ellen Fulton, Associate Dean for Finance,

Research, and Administration..... Campion 101

Elizabeth Sparks, Associate Dean,

Graduate Admission and Financial Aid ..... Campion 135

Office of Undergraduate Student Services ..... Campion 104

Office of Graduate Student Services ..... Campion 135

**ERME (Educational Research, Measurement, and**

**Evaluation)**

Larry Ludlow, Chairperson ..... Campion 336C

**CDEP (Counseling, Developmental, & Educational**

**Psychology)**

Brinton Lykes, Chairperson ..... Campion 308

**ELHE (Educational Leadership and Higher Education)**

Ana Martinez-Aleman, Chairperson ..... Campion 222

**TESECI (Teacher Education, Special Education, and**

**Curriculum & Instruction)**

Alec Peck, Chairperson..... Campion 101

**English**

Suzanne Matson, Chairperson..... Carney 450

**Finance**

Hassan Tehranian, Chairperson ..... Fulton 324C

**Fine Arts**

Jeffery W. Howe, Chairperson ..... Devlin 430

**First Year Experience Programs**

Rev. Joseph P. Marchese,

Director ..... Brock House, 78 College Road

**German Studies**

Michael Resler, Chairperson..... Lyons 201

**History**

Robin Fleming, Chairperson ..... Maloney 445

**Information Systems**

Robert G. Fichman, Chairperson ..... Fulton 410A

**International Programs**

Richard Keeley, Interim Director ..... Hovey House 106,  
258 Hammond Street

**International Studies**

Robert G. Murphy, Director..... Gasson 109

**Islamic Civilization and Societies**

Kathleen Bailey, Associate Director ..... McGuinn 528

**Law School**

Vincent D. Rougeau, Dean ..... Stuart M307

**Learning Resources for Student Athletes**

Dard Miller, Director..... Yawkey Athletic Center 409

**Management, Carroll School of**

Andrew Boynton, Dean ..... Fulton 510

Richard Keeley, Undergraduate Associate Dean ..Fulton 360A

Jeffrey Ringuest, Graduate Associate Dean .....Fulton 320B

**Management and Organization**

Judith Gordon, Chairperson ..... Fulton 430

## ***DIRECTORY AND OFFICE LOCATIONS***

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### **Marketing**

Katherine Lemon, Chairperson ..... Fulton 444

### **Mathematics**

Solomon Friedberg, Chairperson..... Carney 317

### **Music**

Michael Noone, Chairperson ..... Lyons 416

### **Nursing, Connell School of**

Susan Gennaro, Dean ..... Cushing 203

M. Katherine Hutchinson,

Associate Dean, Graduate Programs ..... Cushing 202

Catherine Read,

Associate Dean, Undergraduate Programs ..... Cushing 202

### **Operations Management**

Samuel Graves, Chairperson..... Fulton 354

### **Philosophy**

Arthur Madigan,

Chairperson ..... Maloney, Third Floor

### **Physics**

Michael Naughton, Chairperson ..... Higgins 335

### **Political Science**

Susan Shell, Chairperson..... McGuinn 231

### **Psychology**

Ellen Winner, Chairperson ..... McGuinn 343

### **Residential Life**

George Arey, Director ..... Maloney, Second Floor

### **Romance Languages and Literatures**

Ourida Mostefai, Chairperson..... Lyons 302C

### **School of Theology and Ministry**

Mark Massa, S.J., Dean..... 9 Lake Street

Jennifer Bader, Associate Dean,

Academic Affairs ..... 9 Lake Street

### **Slavic and Eastern Languages and Literatures**

Michael J. Connolly, Chairperson ..... Lyons 210

### **Social Work, Graduate School**

Alberto Godenzi, Dean ..... McGuinn 132

### **Sociology Department**

Sarah Babb, Chairperson..... McGuinn 426

### **Student Development**

Paul Chebator, Dean..... Maloney 212

### **Student Programs**

Jean Yoder,

Associate Dean/Director..... Maloney, Second Floor

### **Student Services**

Louise Lonabocker, Executive Director ..... Lyons 101

### **Summer Session**

Rev. James P. Burns, Interim Dean ..... McGuinn 100

### **Theatre**

Scott Cummings, Chairperson ..... Robsham Theater

### **Theology**

Catherine Cornille,

Chairperson ..... Maloney, Third Floor

### **University Librarian**

Thomas Wall ..... O'Neill Library 410

### **Volunteer and Service Learning Center**

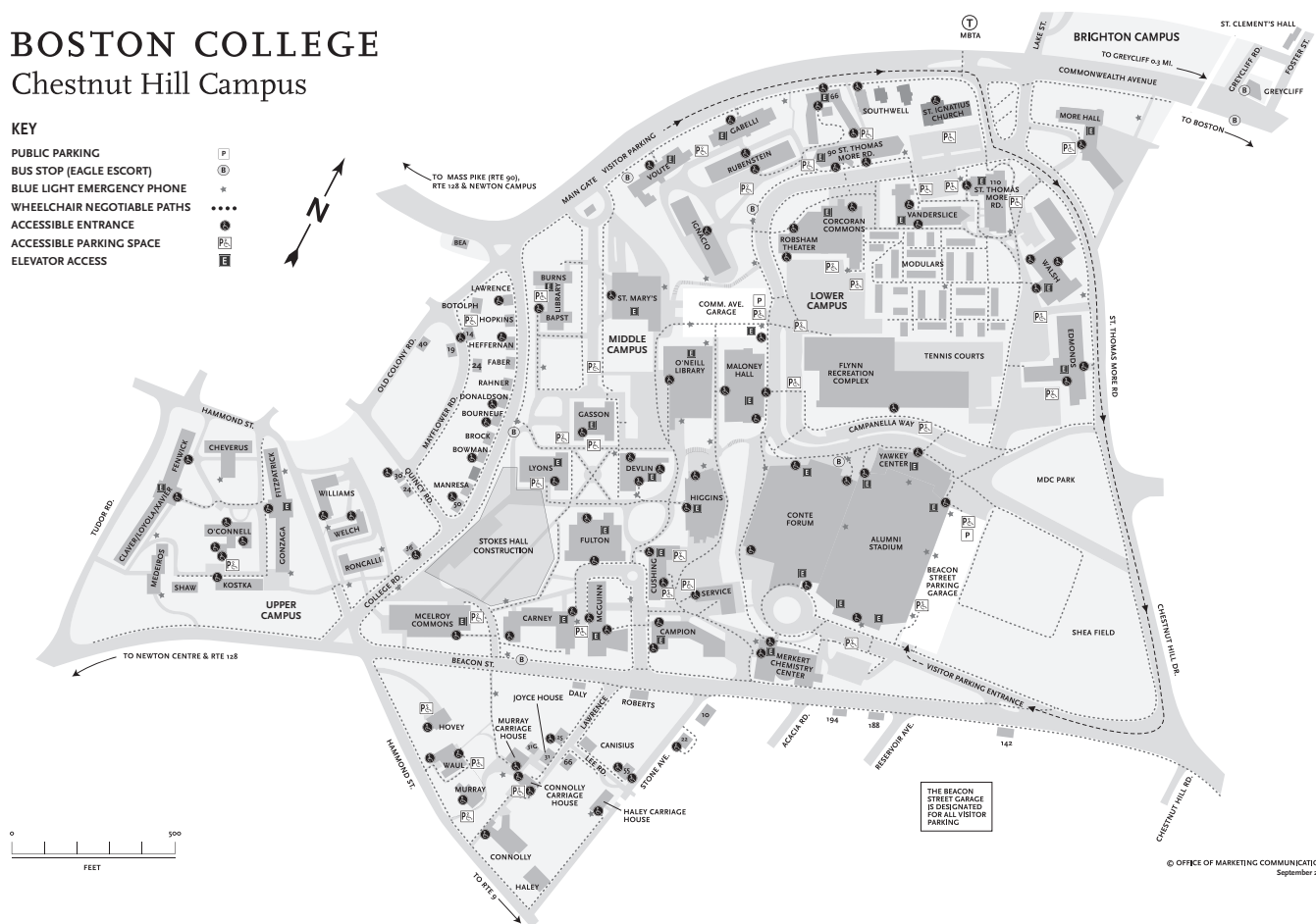
Daniel Ponsetto, Director ..... McElroy Commons 114

# BOSTON COLLEGE

## Chestnut Hill Campus

### KEY

- PUBLIC PARKING
- BUS STOP (EAGLE ESCORT)
- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR NEGOTIABLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

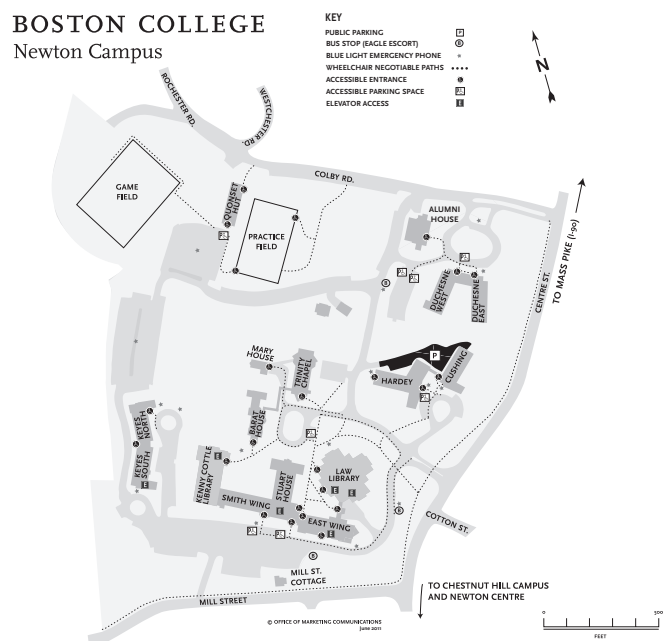


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# BOSTON COLLEGE

## Newton Campus

- ### KEY
- PUBLIC PARKING
  - BUS STOP (EAGLE ESCORT)
  - BLUE LIGHT EMERGENCY PHONE
  - WHEELCHAIR NEGOTIABLE PATHS
  - ACCESSIBLE ENTRANCE
  - ACCESSIBLE PARKING SPACE
  - ELEVATOR ACCESS

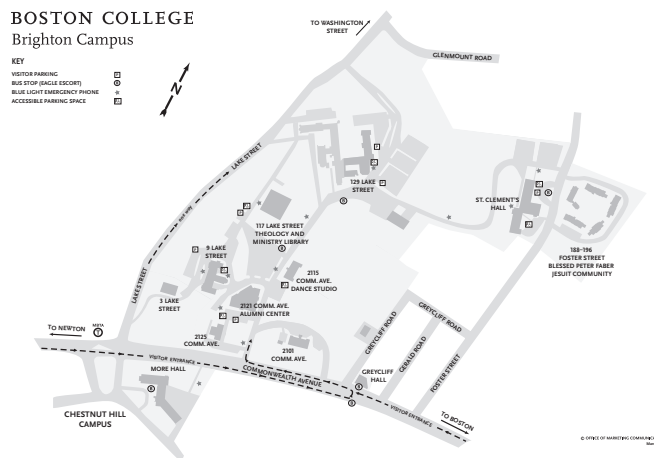


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# BOSTON COLLEGE

## Brighton Campus

- ### KEY
- VISITOR PARKING
  - BUS STOP (EAGLE ESCORT)
  - BLUE LIGHT EMERGENCY PHONE
  - ACCESSIBLE PARKING SPACE



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